

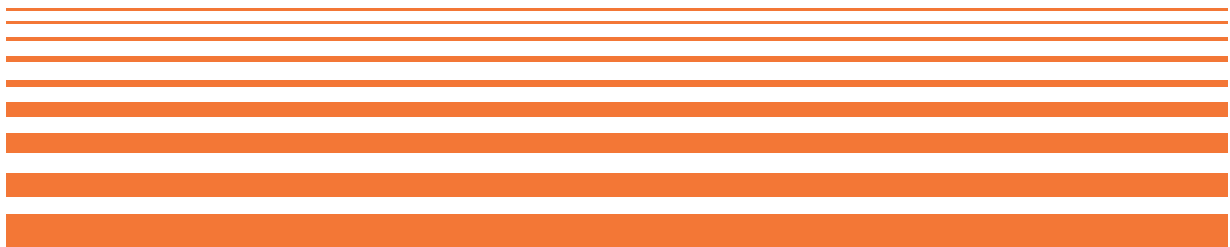
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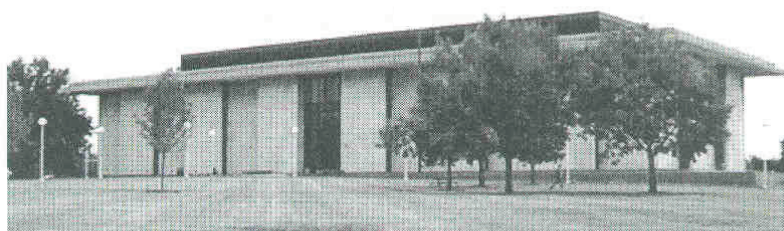
CONDITION OF EDUCATION

Report



2008





Grimes State Office Building in Des Moines - Home of the Iowa Department of Education

A Report on
Prekindergarten, Elementary,
and Secondary Education
in Iowa

Iowa Department of Education

2008



Printed on Recycled Paper

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PREKINDERGARTEN, ELEMENTARY, AND SECONDARY EDUCATION

in Iowa

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To the Citizens of Iowa

It is a common saying that information is power. We, at the Iowa Department of Education, want to make sure you, the citizens of Iowa, have information about schools in our state. That is why each year the Iowa Department of Education publishes the *Annual Condition of Education Report*.

From teacher demographics to student achievement indicators, this report provides a wide range of information about prekindergarten through secondary education. The Background Demographics section helps place education within the larger state and national context. We know that schools don't operate in isolation from the greater community; therefore it is important to know the demographic, economic, and social framework of our state.

The Introduction to Grades PK-12 provides a spectrum of information about Iowa education. For example, the enrollment section shows — much like the demographic information suggests — statewide enrollment has slightly decreased over the years.

The staff information provides statistics about Iowa teachers, who have the greatest impact on students in the school setting. This year, we have added information about guidance counselors, library/media specialists, and public school nurses based on recently passed requirements for these positions in school districts.

In the Program section, we look at such information as how many students are taking foreign language courses and higher-level courses in areas such as math and science. It also reviews technology in classrooms statewide and class sizes.

Another important section is Student Performance, which includes state indicators of student success. This is valuable information on student performance in the subject areas of reading, mathematics, and science. It also breaks out information into student subgroups, so we, as a state, can drill down to a more specific view of how Iowa students are achieving on standardized tests.

The last section is Finance. People and programs often garner the greatest attention when it comes to education, but school leaders across the state know that Iowans must also understand how districts pay for these and the many other items needed to successfully operate a school district.

With all this information here in one location, Iowa citizens have the power to help us ensure Iowa schools continue to provide outstanding education experiences so students achieve academic success and are prepared for the future.

Sincerely,



Judy Jeffrey, Director
Iowa Department of Education

Acknowledgments

The authors of the *Annual Condition of Education Report* wish to thank the staff of the Iowa Department of Education who contributed to the production of this report. Specifically, we would like to thank Elaine Watkins-Miller, Communication Consultant for her efforts of reviewing and editing the *2008 Annual Condition of Education Report*. A special acknowledgment is extended to individuals outside the Department who made important contributions in sharing their data and thoughts with us. They are: Dr. Steve Dunbar and Dr. Catherine Welch, Iowa Testing Programs; Dr. Robert Ziomek and Mr. Dave Shawyer, American College Testing Program.

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BACKGROUND DEMOGRAPHICS

Introduction to Background Demographics

The 2008 *Annual Condition of Education Report* includes an expanded Background Demographics section. This section contains information on social, economic, and population data providing a comparison between Iowa, other states, and the nation. It often uses Geographic Information System (GIS) maps to allow the reader to easily compare between two or more geographies. In some instances, trends are also reported. Information displayed in this section was obtained from a variety of sources and is noted on each table or figure. In all areas, the most recent data available were used.

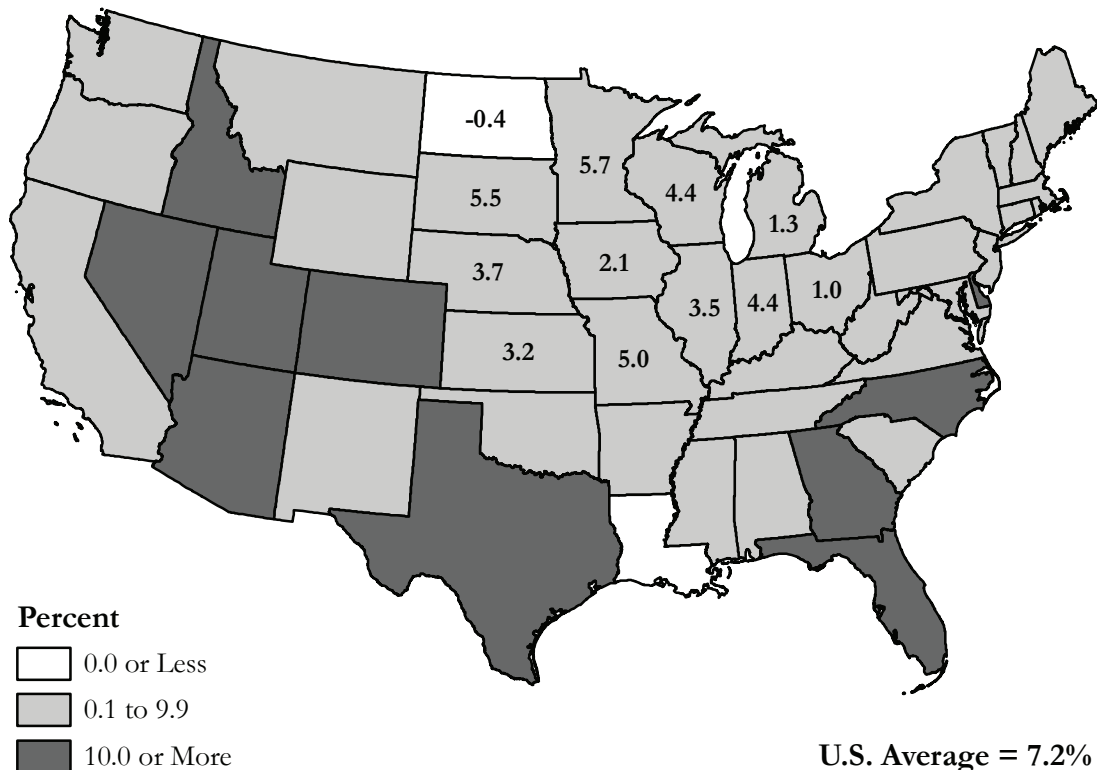
The Background section includes:

- Population and Demographics — information pertaining to population changes, birth rates, poverty rates, migration, foreign born, and legal permanent resident.
- Economics — data detailing Iowa's gross domestic product, per capita income, and national and Iowa unemployment trends.
- Social — details education levels, working parent data, parent household trends, child abuse and neglect, teen birth trends, and Iowa Youth Survey data.

Population and Demographics

National Population Change

FIGURE 1B — PERCENT POPULATION CHANGE FOR THE UNITED STATES
APRIL 2000 TO JULY 2007



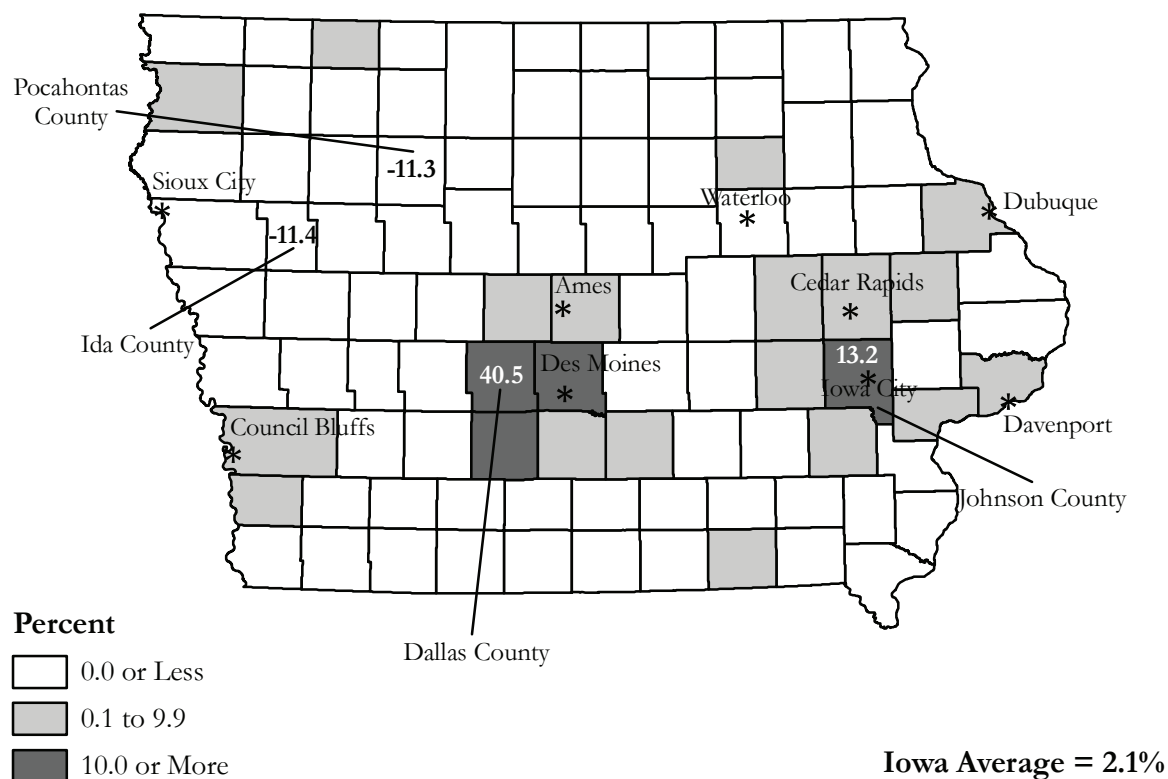
Source: U.S. Census Bureau, Population Division. Cumulative Estimates of Population Change for the United States, Regions, States, and Puerto Rico: April 1, 2000 to July 1, 2007 (NST-EST2007-01).

- Population change data represent the estimated 2007 population minus the Census 2000 population.
- **Midwest States** — The Midwest states averaged a 3.3 percent increase in population from 2000 to 2007, which was lower than the national average of 7.2 percent. North Dakota was the only Midwest state to experience a decline in population at -0.4 percent, while Minnesota experienced the largest population increase at 5.7 percent. Out of the 12 Midwest states, Iowa experienced the fourth lowest population change from 2000 to 2007.
- **Nation** — States in the south and west experienced higher levels of population growth from 2000 to 2007 than states in other parts of the nation. Nevada experienced the largest increase in population at 28.4 percent, while Louisiana experienced the largest decline at -3.9 percent. Out of the 51 territories included in this analysis (50 states and the District of Columbia), Iowa had the 11th lowest population change from 2000 to 2007.

Population and Demographics

Iowa Population Change

**FIGURE 2B — PERCENT POPULATION CHANGE FOR IOWA COUNTIES
APRIL 2000 TO JULY 2007**



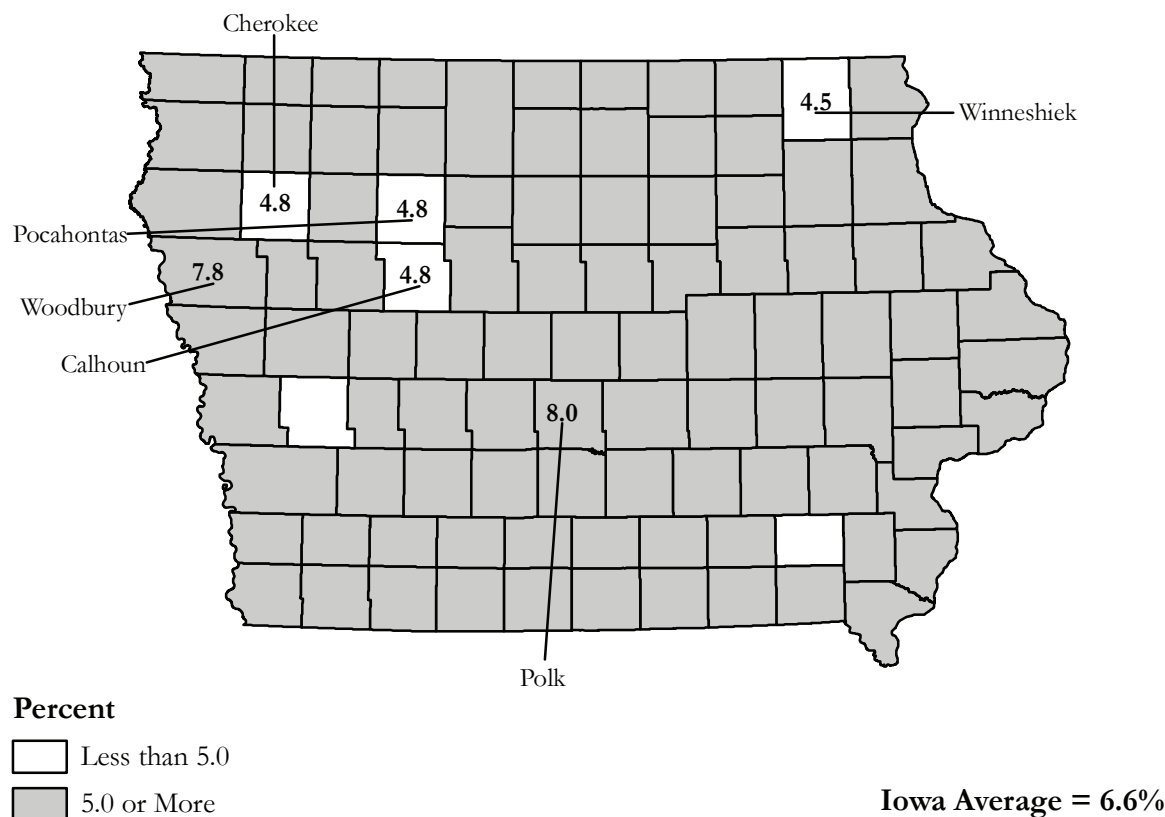
Source: U.S. Census Bureau, Population Division. Cumulative Estimates of Population Change for Counties of Iowa: April 1, 2000 to July 1, 2007 (CO-EST2007-02-19).

- Population change data represent the estimated 2007 population minus the Census 2000 population.
- Seventy-five counties in Iowa experienced a population decline from 2000 to 2007, 20 counties had stagnant population or experienced growth of less than 10.0 percent, and four counties experienced a 10.0 percent or more increase in their population.
- Overall, Iowa had a 2.1 percent population increase between 2000 and 2007. Dallas County experienced marked growth from 2000 to 2007 at 40.5 percent followed by Johnson County at 13.2 percent. Ida County experienced the largest population decline between 2000 and 2007 at -11.4 percent followed by Pocahontas County at -11.3 percent.

Population and Demographics

Iowa Population Under Age Five

FIGURE 4B — PERCENT OF THE POPULATION UNDER AGE FIVE FOR IOWA COUNTIES 2007



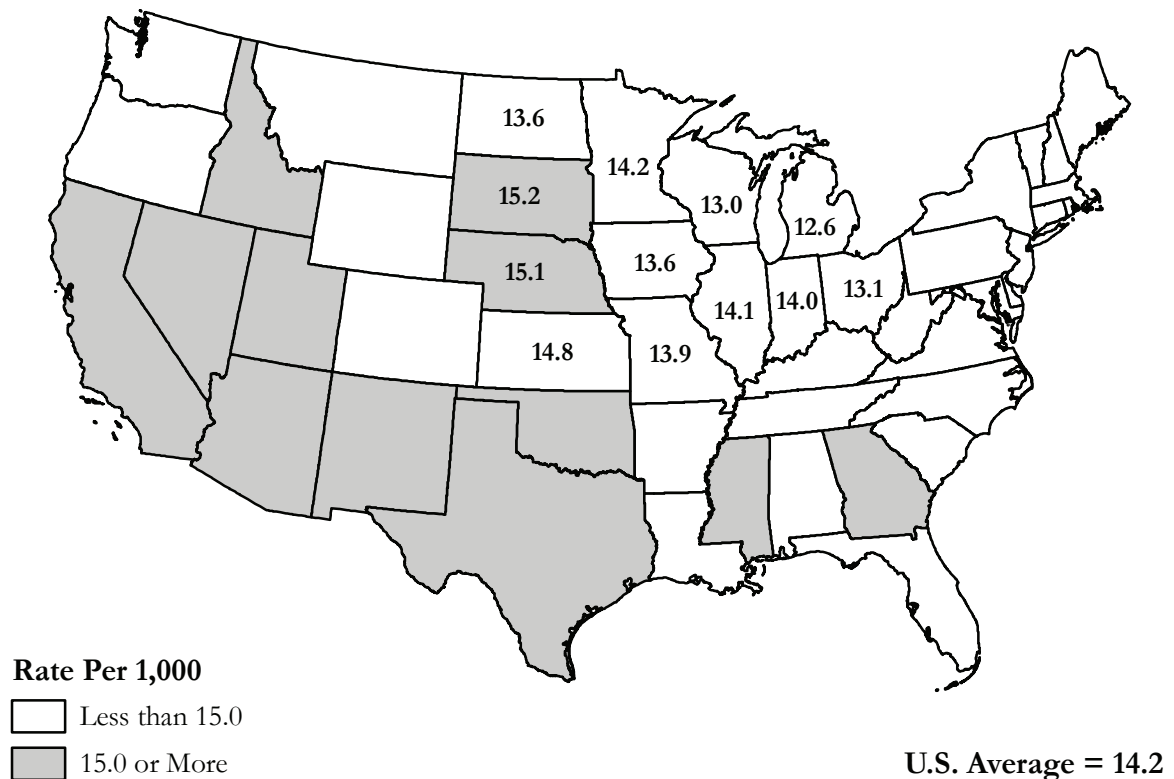
Source: U.S. Census Bureau, Population Division. Estimates of the Population by Selected Age Groups for the United States, Regions, States, and Puerto Rico: July 1, 2007 (CC-EST2007-alldata-19).

- Population data are 2007 estimates based on Census 2000 data.
- Six counties in Iowa had 5.0 percent or less of their population under the age of five, while 93 counties had 5.0 percent or more of the population under age five in 2007.
- Overall, Iowa had 6.6 percent of its population under age five in 2007. Polk County had the largest percent of its population under age five at 8.0 percent followed by Woodbury County at 7.8 percent. Winneshiek County has the smallest percent of its population under age five in 2007 at 4.5 percent, followed by Calhoun, Cherokee, and Pocahontas, all of which were 4.8 percent.

Population and Demographics

National Births

FIGURE 5B — BIRTHS PER 1,000 POPULATION FOR THE UNITED STATES 2006



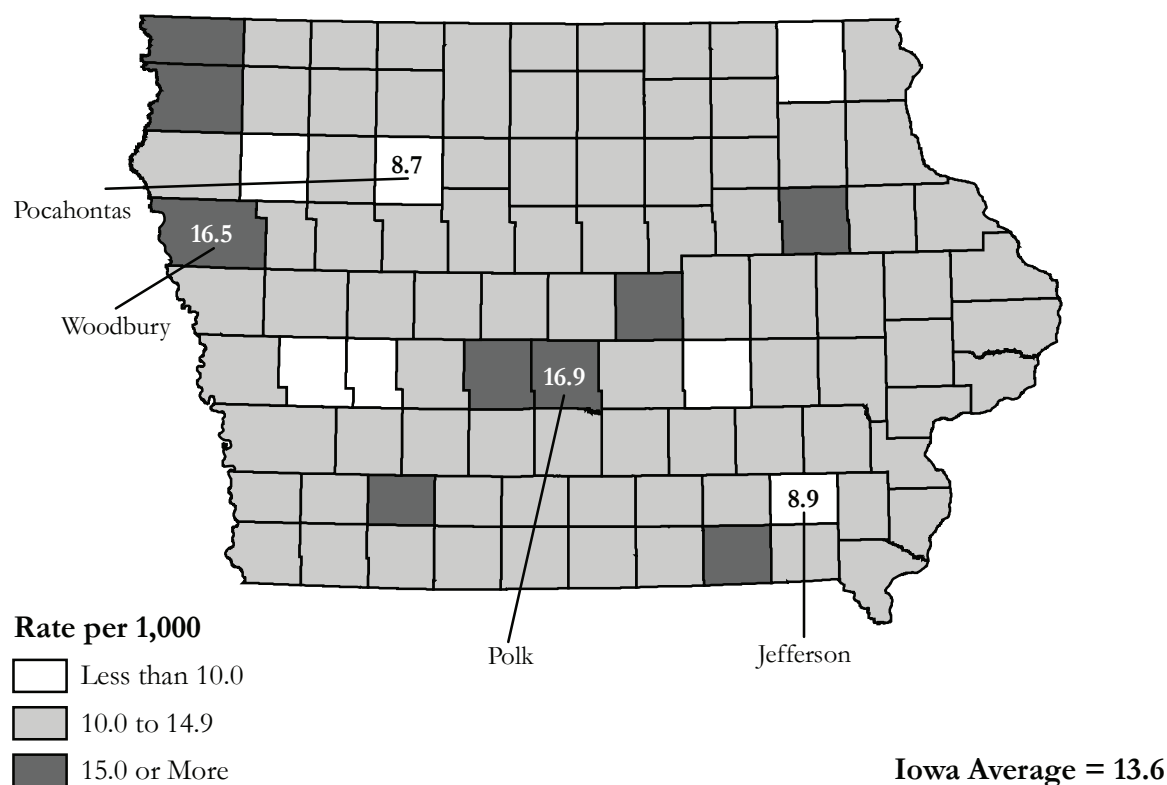
Source: National Center for Health Statistics, Division of Vital Statistics. Births: Preliminary Data for 2006, Health E-Stats.

- Birth data are estimates and reflect preliminary data that may be revised in the future. Rates were figured by dividing the total number of live births by the total estimated population in 2006.
- Midwest States — In the Midwest states, the average birth rate was 13.9 per 1,000 in the population in 2006. This is slightly below the national average of 14.2. The lowest birth rate was in Michigan at 12.6 per 1,000 in the population, while the highest rate was in South Dakota at 15.2. Out of the 12 Midwest states, Iowa tied for the fourth lowest birth rate tied with North Dakota in 2006.
- Nation — Birth rates tended to be higher in states in the western and southern part of the United States than in other parts of the country. Utah had the highest birth rate at 21.0 per 1,000 in the population, while Vermont had the lowest rate at 10.4. Out of the 51 territories included in this analysis (50 states and the District of Columbia), Iowa had the 17th lowest birth rate in 2006.

Population and Demographics

Iowa Births

FIGURE 6B — BIRTHS PER 1,000 IN THE POPULATION FOR IOWA COUNTIES 2006



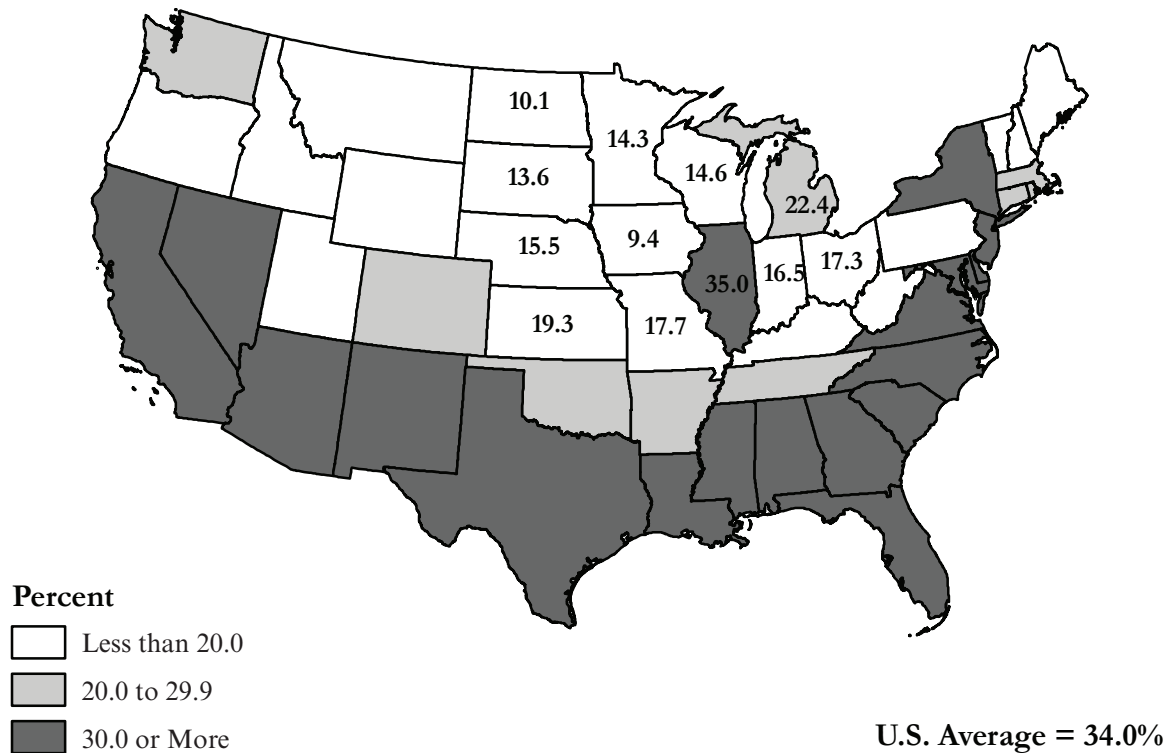
Source: Iowa Department of Public Health, Bureau of Health Statistics. Vital Statistics of Iowa 2006, Summary of Selected Vital Events by County (Table 5).

- Birth rates are estimates and are figured by dividing the total number of live births by the total estimated population in 2006. Births are assigned to counties based on the resident county of the mother.
- Seven counties in Iowa had less than 10.0 births per 1,000 in the population, 83 had 10.0 to 14.9 births, and nine counties had 15.0 or more births per 1,000 in the population.
- Overall, Iowa had a birth rate of 13.6 per 1,000 in the population. Polk County had highest rate of births at 16.9 per 1,000 in the population followed by Woodbury County at 16.5. Pocahontas County had the lowest rate of births at 8.7 per 1,000 in the population followed by Jefferson County at 8.9.

Population and Demographics

National Minorities

FIGURE 7B — PERCENT MINORITY POPULATION FOR THE UNITED STATES 2007



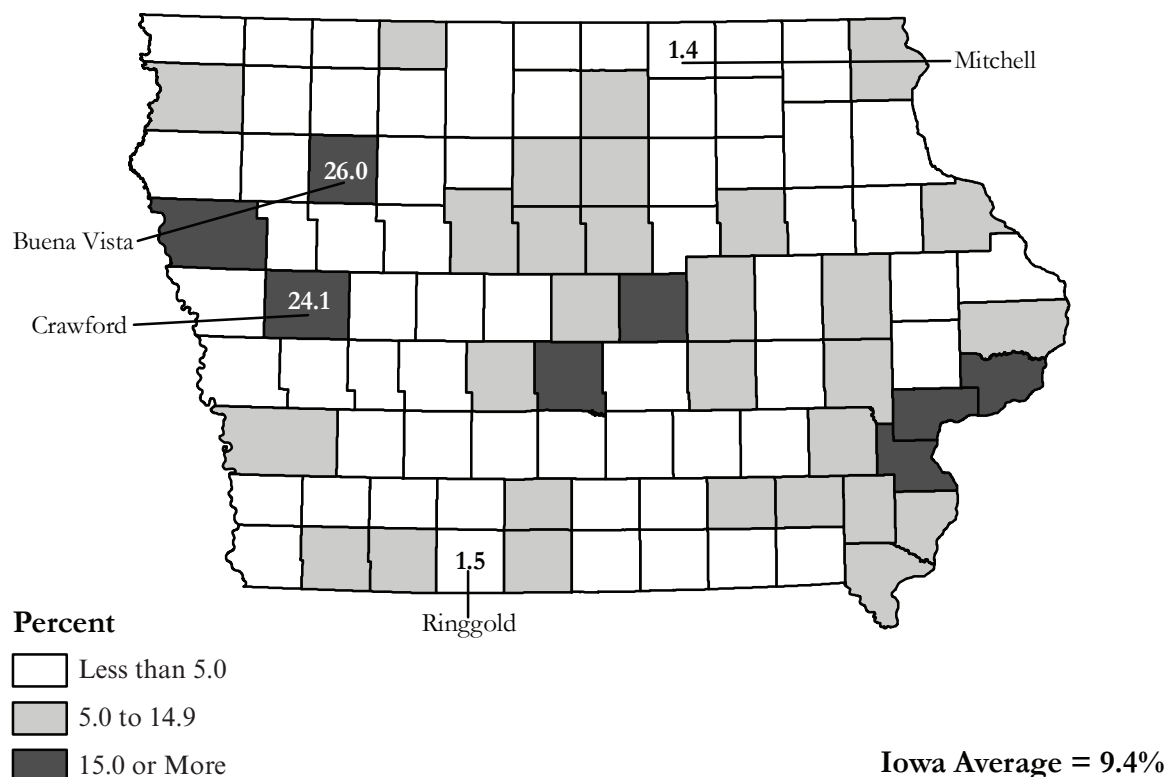
Source: U.S. Census Bureau, Population Division. Population Estimates by Age, Sex, Race, and Hispanic Origin for the United States and States: April 1, 2000 to July 1, 2007 (SC-EST2007-04).

- Minority data are estimates figured by dividing the total number of minorities by the total estimated population in 2007. Minorities include any person except white, non-Hispanic.
- Midwest States — In the Midwest states, an estimated 17.1 percent of the population classified itself as minority in 2007. This is well below the national average of 34.0 percent. Iowa had the smallest percent of its population who classified itself as minority at 9.4 percent, while Illinois had the largest at 35.0 percent.
- Nation — Overall, states in the southern portion of the nation had larger percentages of minority populations than those in the northern portion. Hawaii had the largest minority population at 75.3 percent, while Maine had the smallest at 4.5 percent. Out of the 51 territories included in this analysis (50 states and the District of Columbia), Iowa had the fifth lowest minority population in 2007.

Population and Demographics

Iowa Minorities

FIGURE 8B — PERCENT MINORITY POPULATION FOR IOWA COUNTIES 2007



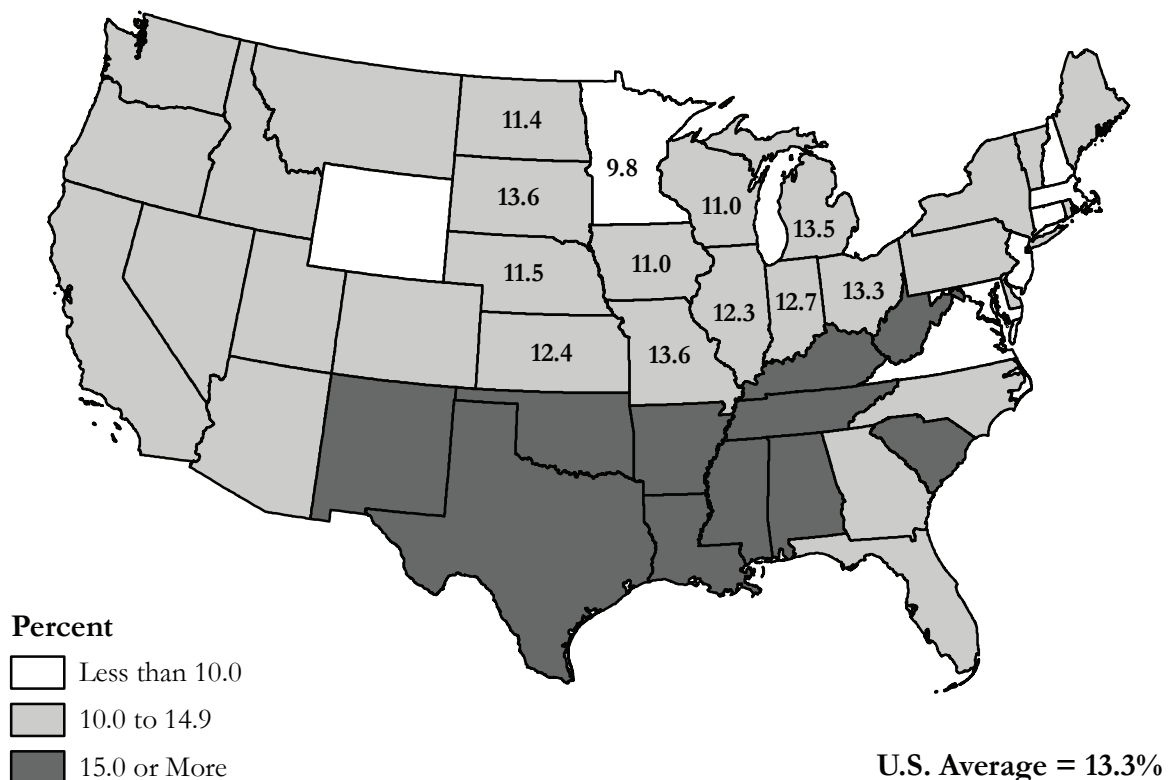
Source: U.S. Census Bureau, Population Division. Population Estimates by Age, Sex, Race, and Hispanic Origin for the United States and States: April 1, 2000 to July 1, 2007 (CC-est2007-6race-19).

- Population data are 2007 estimates based on Census 2000 data. Minorities include any person except white, non-Hispanic.
- Sixty-two counties in Iowa had a minority population under 5.0 percent, 29 had a minority population between 5.0 percent and 14.9 percent, and eight had a minority population of 15.0 percent or more in 2007.
- Overall, 9.4 percent of Iowa's population was minority in 2007. Buena Vista County had the largest minority population at 26.0 percent followed by Crawford County at 24.1 percent. Mitchell County had the smallest minority population at 1.4 percent followed by Ringgold County at 1.5 percent.

Population and Demographics

National Poverty

FIGURE 9B — PERCENT OF THE POPULATION IN POVERTY FOR THE UNITED STATES 2006



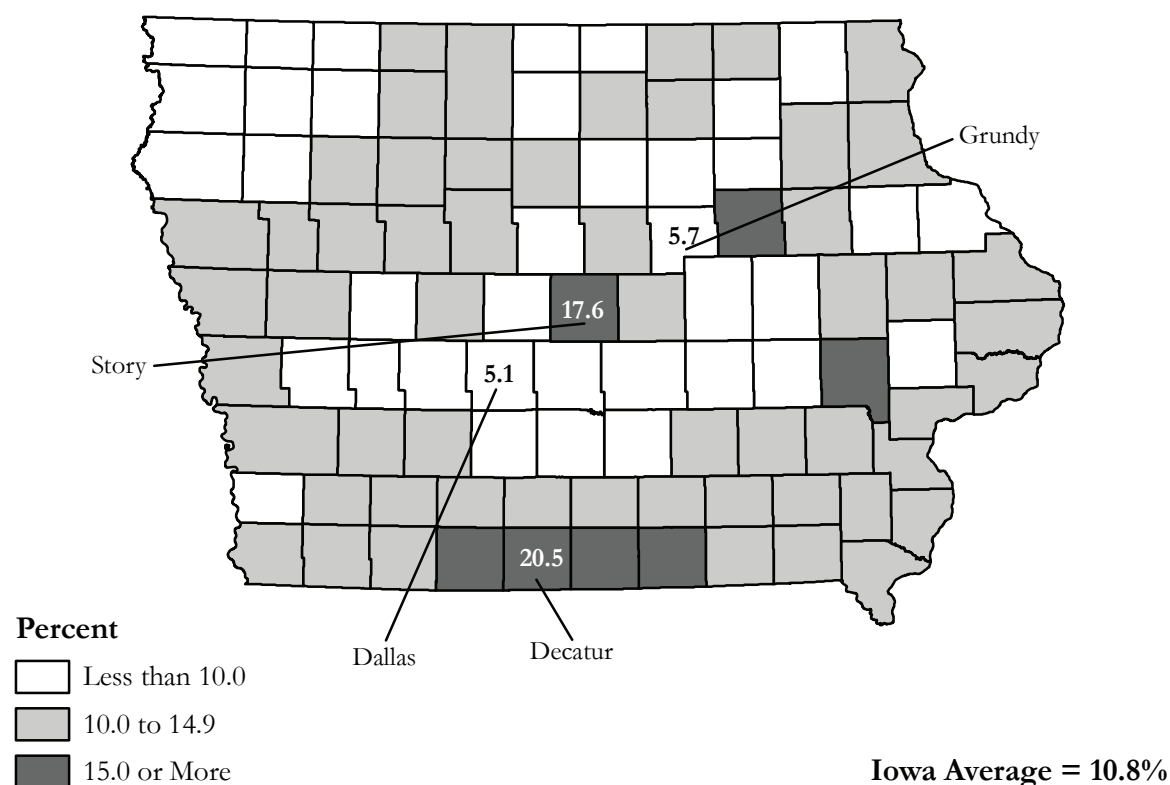
Source: U.S. Census Bureau, 2006 American Community Survey. Percent of People Below Poverty Level in the Past 12 Months (for Whom Poverty Status is Determined) (Table R1701).

- Poverty data are estimates based on a sample of the household population and exclude the population living in institutions, college dormitories, other group quarters, and unrelated individuals under age 15. For more information about the poverty level and poverty status determinations please see the American Community Survey Subject Definitions at <http://www.census.gov/lacs/www/UseData/Def.htm>
- Midwest States — An estimated 12.2 percent of the population in the Midwest states was classified as living below the poverty level in 2006. This is slightly below the national average of 13.3 percent. The state with the smallest percent of its population below the poverty level was in Minnesota at 9.8 percent, while the largest percent was in South Dakota and Missouri at 13.6 percent. Out of the 12 Midwest states, Iowa tied for the second lowest percent of people in poverty in 2006.
- Nation — Overall, states in the southern portion of the United States tended to have a larger percentage of their populations below the poverty level than states in other parts of the nation. Mississippi had the largest percent of its population below the poverty level at 21.1 percent, while Maryland had the smallest percent at 7.8 percent. Out of the 51 territories included in this analysis (50 states and the District of Columbia), Iowa tied for the 14th lowest percent of people in poverty in 2006.

Background Demographics

Iowa Poverty

FIGURE 10B — PERCENT OF THE POPULATION IN POVERTY FOR IOWA COUNTIES 2005



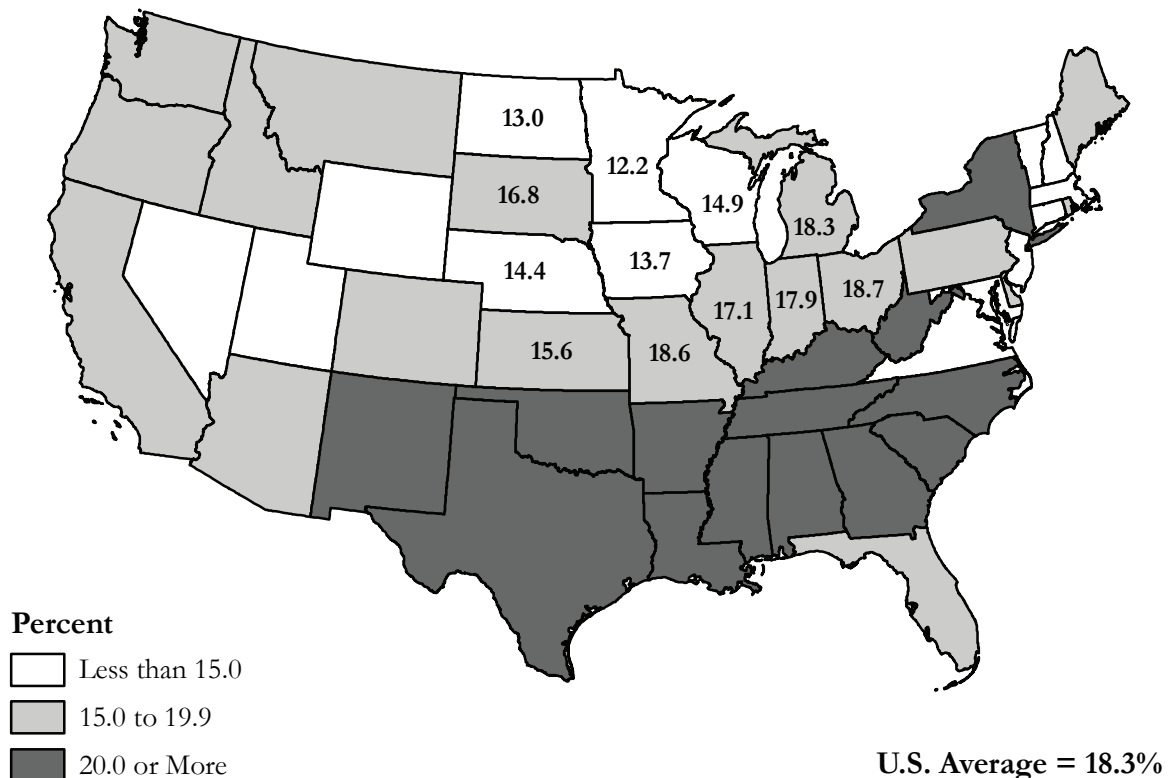
Source: U.S. Census Bureau, Poverty and Health Statistics Division. All Ages in Poverty for Counties of Iowa: 2005.

- County-level poverty data are estimates based on a three-year average of sample county-level observations from the Annual Economic Supplement of the Current Population Survey.
- Thirty-seven counties in Iowa had less than 10.0 percent of the population below the poverty level, 55 had between 10.0 percent and 14.9 percent below the poverty level, and seven had 15.0 percent or more below the poverty level.
- Overall, Iowa had 10.8 percent of its population living in poverty. Decatur County had the highest percent of people below the poverty level at 20.5 percent followed by Story County at 17.6 percent. Dallas County had the lowest percent of its population below the poverty level at 5.1 percent followed by Grundy County at 5.7 percent.

Population and Demographics

National Child Poverty

FIGURE 11B — PERCENT OF CHILDREN IN POVERTY FOR THE UNITED STATES 2006



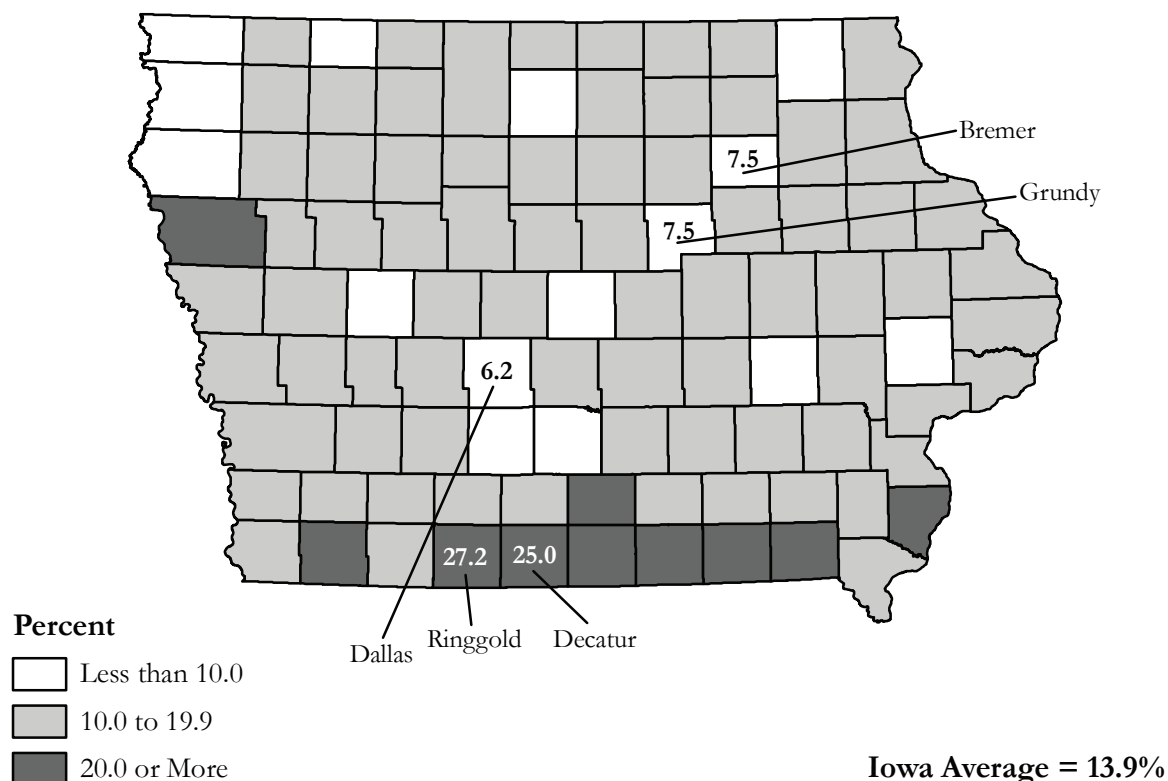
Source: U.S. Census Bureau, 2006 American Community Survey. Percent of Children Under 18 Years Below Poverty Level in the Past 12 Months (for Whom Poverty Status is Determined) (Table R1704).

- Poverty estimates are based on a sample of the household population and exclude the population living in institutions, college dormitories, other group quarters, and unrelated individuals under age 15. For more information about the poverty level and poverty status determinations please see the American Community Survey Subject Definitions at <http://www.census.gov/lacs/www/UseData/Def.htm>
- Midwest States — An estimated 15.9 percent of the children in the Midwest states were classified as living below the poverty level in 2006. This is below the national average of 18.3 percent. The state with the smallest percent of children below the poverty level was Minnesota at 12.2 percent, while the largest percent was in Ohio at 18.7 percent. Out of the 12 Midwest states, Iowa had the third lowest percent of children in poverty in 2006.
- Nation — In general, states in the southern portion of the United States tended to have a larger percentage of children below the poverty level than states in other parts of the nation. The District of Columbia had the largest percent of children below the poverty level at 32.6 percent, while New Hampshire had the smallest percent at 9.6 percent. Out of the 51 territories included in this analysis (50 states and the District of Columbia), Iowa had 13th lowest percent of children in poverty in 2006.

Population and Demographics

Iowa Child Poverty

FIGURE 12B — PERCENT OF CHILDREN IN POVERTY FOR IOWA COUNTIES 2005



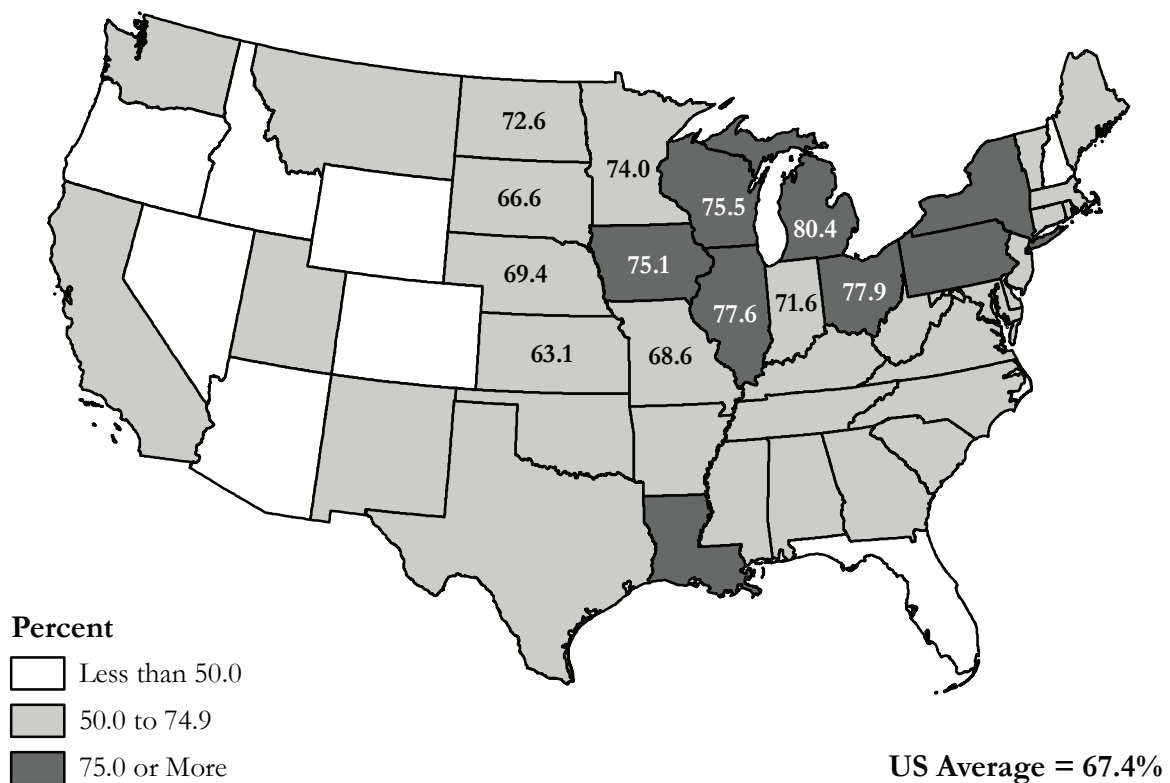
Source: U.S. Census Bureau, Poverty and Health Statistics Division. Under Age 18 in Poverty for Counties of Iowa: 2005.

- Poverty data are estimates based on a three-year average of sample county-level observations from the Annual Economic Supplement of the Current Population Survey.
- The counties in far southern Iowa had a larger percent of children below the poverty level in 2005 than did counties in the rest of the state. Fifteen counties in Iowa had less than 10.0 percent of children below the poverty level, 74 counties had between 10.0 percent and 19.9 percent, and 10 had 20.0 percent or more of children below the poverty level.
- Overall, 13.9 percent of children in Iowa were living in poverty. Ringgold County had the greatest percentage of children living in poverty, with 27.2 percent below the poverty level. Decatur County was next with 25.0 percent. Dallas County had the fewest children living in poverty with 6.2 percent of children below the poverty level. Bremer and Grundy counties were next, both at 7.5 percent.

Population and Demographics

National Natives

FIGURE 13B — PERCENT OF THE POPULATION BORN IN THEIR CURRENT STATE OF RESIDENCE FOR THE UNITED STATES 2006



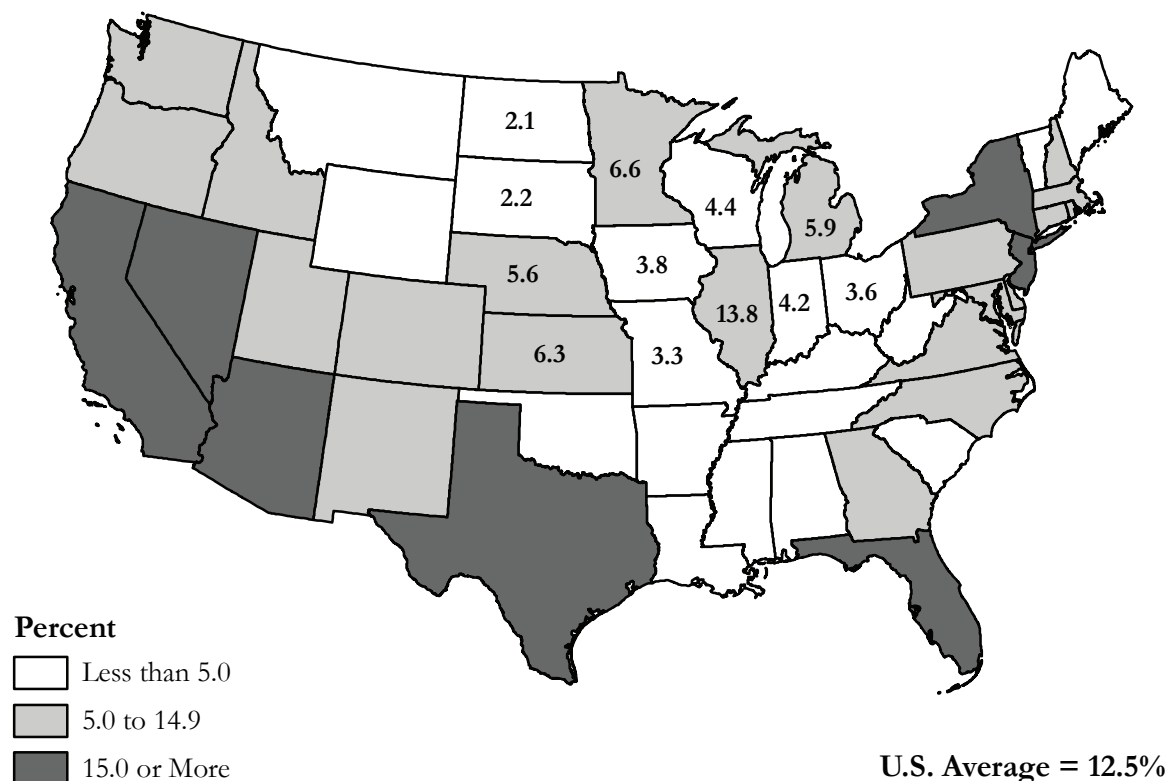
Source: U.S. Census Bureau, 2006 American Community Survey. Percent of the Native Population Born in Their State of Residence (Table R0601).

- Nativity data are estimates based on a sample of the household population and exclude the population living in institutions, college dormitories, and other group quarters.
- **Midwest States** — An estimated 72.7 percent of people living in the Midwest states in 2006 were born in their current state of residence. This is above the national average of 67.4 percent. The smallest percent of people currently living in the state which they were born was in Kansas at 63.1 percent, while the largest percent was in Michigan at 80.4 percent. Out of the 12 Midwest states, Iowa had the fifth highest percent of natives currently living in the state in 2006.
- **Nation** — Nevada had the smallest percent of current residents which were born in the state at 28.5 percent, while New York had the largest percent at 82.3 percent. Out of the 51 territories included in this analysis (50 states and the District of Columbia), Iowa had the eighth highest nativity percent in 2006.

Population and Demographics

National Foreign Born

FIGURE 14B — PERCENT OF THE POPULATION FOREIGN BORN FOR THE UNITED STATES 2006



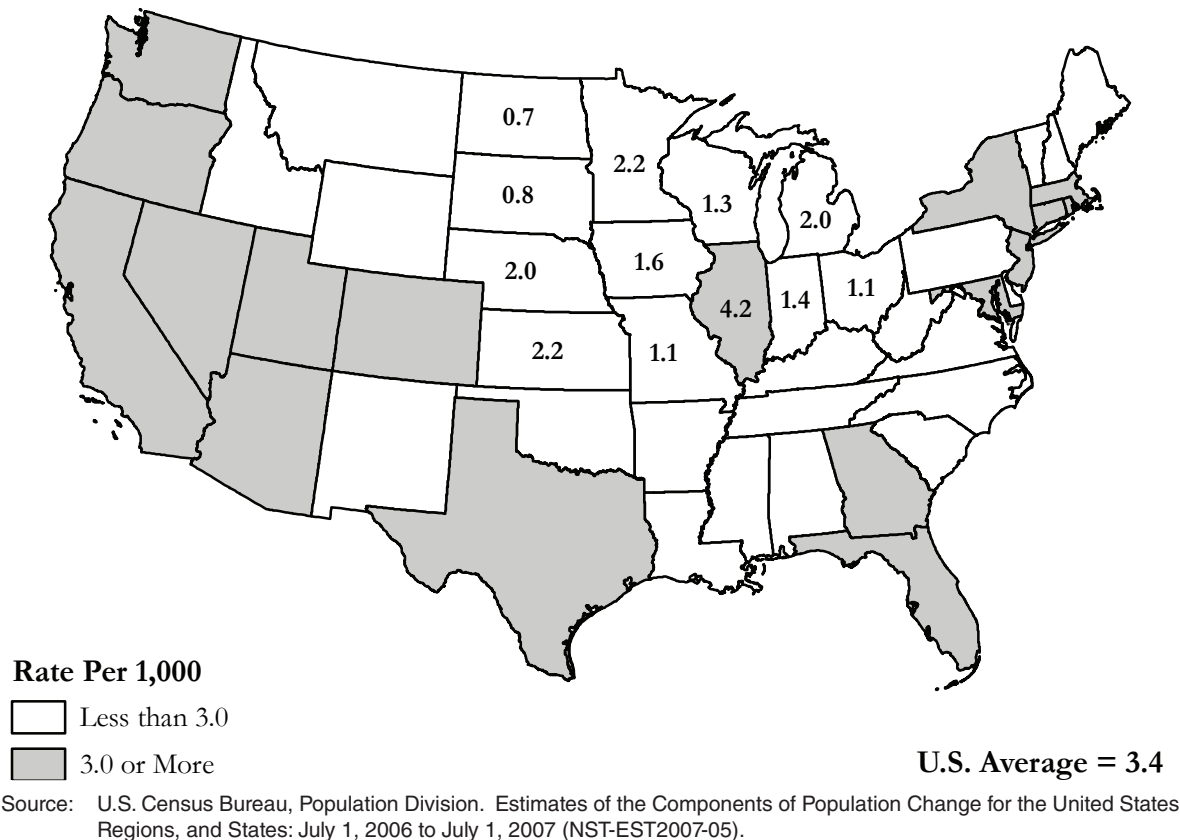
Source: U.S. Census Bureau, 2006 American Community Survey. Percent of People Who are Foreign Born (Table R0501).

- Data are estimates based on a sample of the household population and exclude the population living in institutions, college dormitories, and other group quarters.
- **Midwest States** — An estimated 5.2 percent of people who lived in the Midwest states in 2006 were born outside of the United States. This is well below the national average of 12.5 percent. The state with the smallest percent of foreign born people in its population was North Dakota at 2.1 percent, while the largest percent was in Illinois at 13.8 percent. Out of the 12 Midwest states, Iowa had the fifth lowest percent of its population born outside of the United States.
- **Nation** — West Virginia had the smallest percent of foreign born people in its population at 1.2 percent, while California had the largest percent of foreign born people in its population at 27.2 percent. Out of the 51 territories included in this analysis (50 states and the District of Columbia), Iowa tied for the 13th lowest percent of foreign born population in 2006.

Population and Demographics

International Migration

FIGURE 15B — NET INTERNATIONAL MIGRATION PER 1,000 IN THE POPULATION FOR THE UNITED STATES, JULY 2006 TO JULY 2007

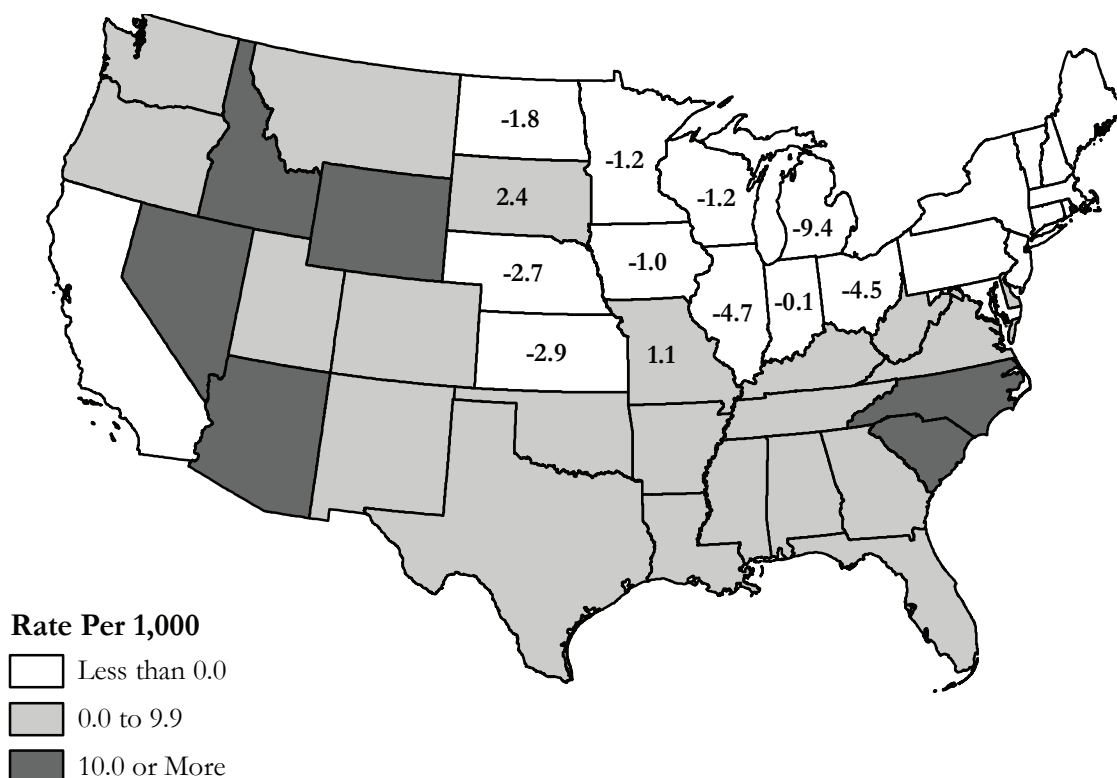


- Migration data are estimates based on Census 2000 data. Net international migration is equal to the number of people moving into a state from another country minus the number of people moving out of a state to another country. The rate is figured by dividing the net international migration by the estimated total population of the state.
- **Midwest States** — An estimated net rate of 1.7 per 1,000 in the population in the Midwest states migrated from other countries from July 2006 to July 2007. This is slightly below the national average of 3.4 per 1,000 in the population. The state with the smallest net rate of international migration was North Dakota at 0.7 per 1,000 in the population, while the state with the largest rate was in Illinois at 4.2. Out of the 12 Midwest States, Iowa had the fifth highest net international migration rate.
- **Nation** — Montana and West Virginia had the smallest net rate of international migration at 0.3, while California had the largest net rate of international migration at 6.4 per 1,000 in the population. Out of the 51 territories included in this analysis (50 states and the District of Columbia), Iowa had the 22nd lowest net international migration rate from July 2006 to July 2007.

Population and Demographics

National Domestic Migration

FIGURE 16B — NET DOMESTIC MIGRATION PER 1,000 IN THE POPULATION FOR THE UNITED STATES
JULY 2006 TO JULY 2007



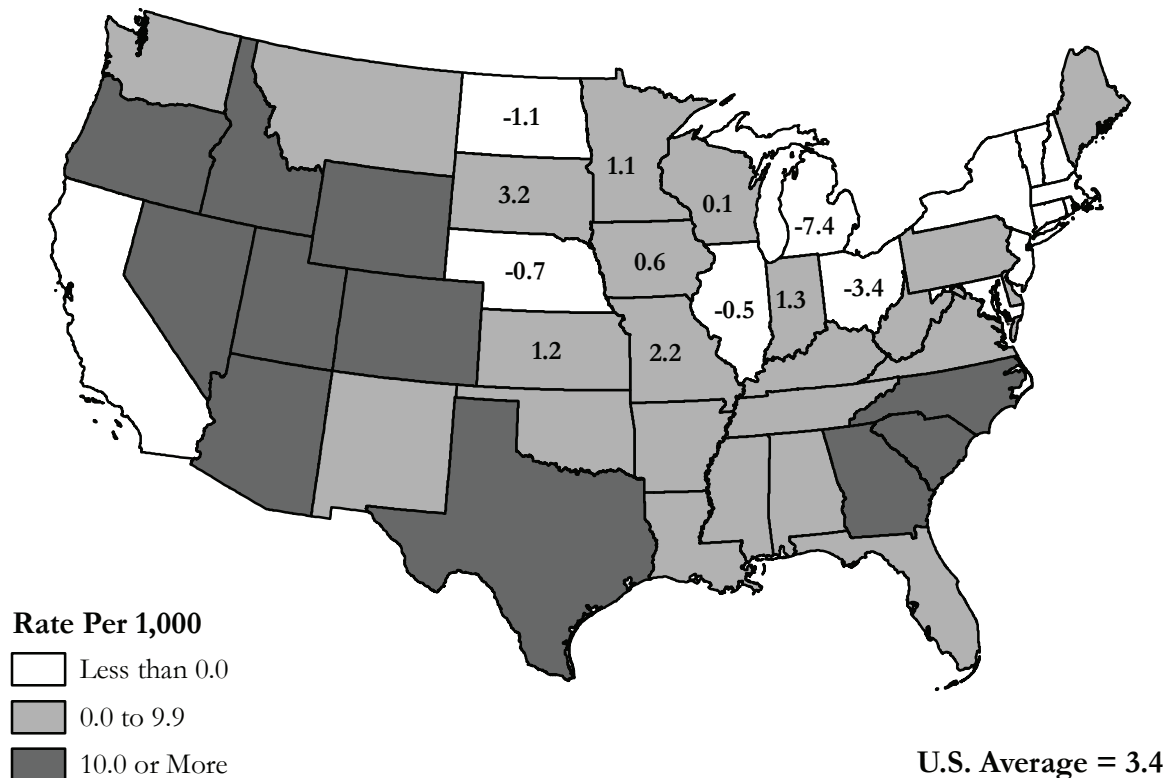
Source: U.S. Census Bureau, Population Division. Estimates of the Components of Population Change for the United States, Regions, and States: July 1, 2006 to July 1, 2007 (NST-EST2007-05).

- Migration data are estimates based on Census 2000 data. Net domestic migration is equal to the number of people moving into a state from another state minus the number of people moving out of a state to another state. The rate is figured by dividing the net domestic migration by the estimated total population of the state.
- **Midwest States** — An estimated net rate of -2.2 per 1,000 in the population in Midwest states migrated from other states from July 2006 to July 2007. This means that more people moved out of the Midwest states to other states than moved in from other states during this time period. The state with the lowest net rate of domestic migration was Michigan with a rate of -9.4 per 1,000 in the population, while the state with the highest net rate was South Dakota at 2.4. Out of the 12 Midwest states, Iowa had the fourth highest net domestic migration rate from July 2006 to July 2007.
- **Nation** — Overall, negative domestic migration rates during this time period clustered in the Midwest and New England states. New York had the lowest net rate of domestic migration at -9.8, while Nevada had the highest net rate of domestic migration at 16.1 per 1,000 in the population. Out of the 51 territories included in this analysis (50 states and the District of Columbia), Iowa had the 20th lowest net domestic migration rate.

Population and Demographics

National Total Migration

FIGURE 17B — NET TOTAL MIGRATION PER 1,000 IN THE POPULATION FOR THE UNITED STATES
JULY 2006 TO JULY 2007



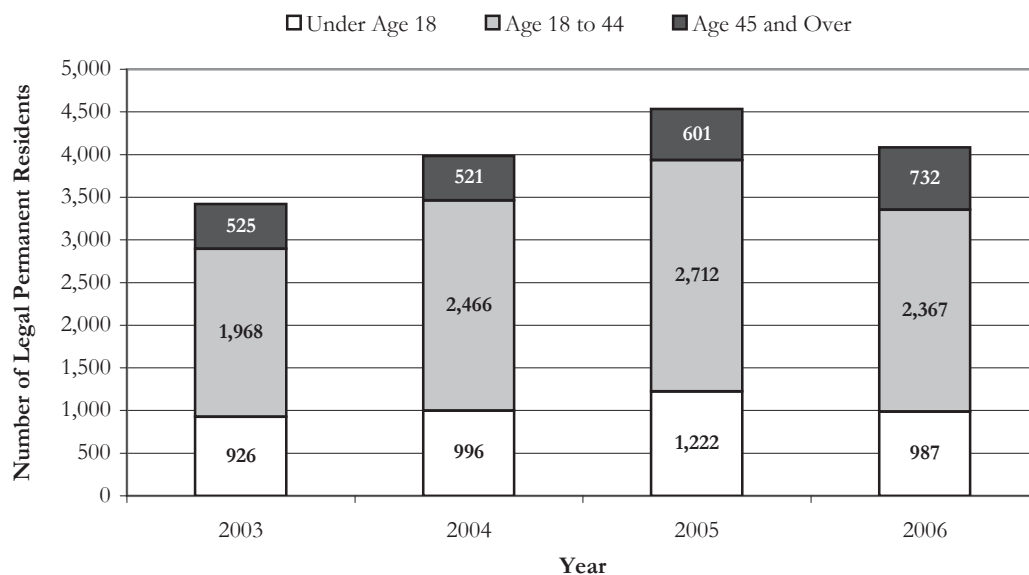
Source: U.S. Census Bureau, Population Division. Estimates of the Components of Population Change for the United States, Regions, and States: July 1, 2006 to July 1, 2007 (NST-EST2007-05).

- Migration data are estimates based on Census 2000 data. Net total migration is equal to the number of people moving into a state minus the number of people moving out of that state. The rate is figured by dividing the net migration by the estimated total population of the state.
- **Midwest States** — An estimated net rate of 0.3 per 1,000 in the population in the Midwest states migrated into a state from July 2006 to July 2007. This is below the national rate of 3.4. The state with the lowest net rate of total migration was Michigan with a rate of -7.4 per 1,000 in the population while the state with the highest rate was South Dakota at 3.2. Out of the 12 Midwest states, Iowa had the sixth highest net total migration rate from 2006 to 2007.
- **Nation** — States in the southern and western parts of the nation tended to have higher net migration rates than states in other parts of the United States. Nevada had the highest net rate of total migration at 20.4 per 1,000 in the population, while Michigan had the lowest net rate of total migration at -7.4. Out of the 51 territories included in this analysis (50 states and the District of Columbia), Iowa had the 20th lowest net total migration rate from 2006 to 2007.

Population and Demographics

Iowa Legal Permanent Residents

FIGURE 18B — NUMBER OF PERSONS BECOMING LEGAL PERMANENT RESIDENTS OF IOWA BY AGE GROUP 2003 TO 2006 TRENDS



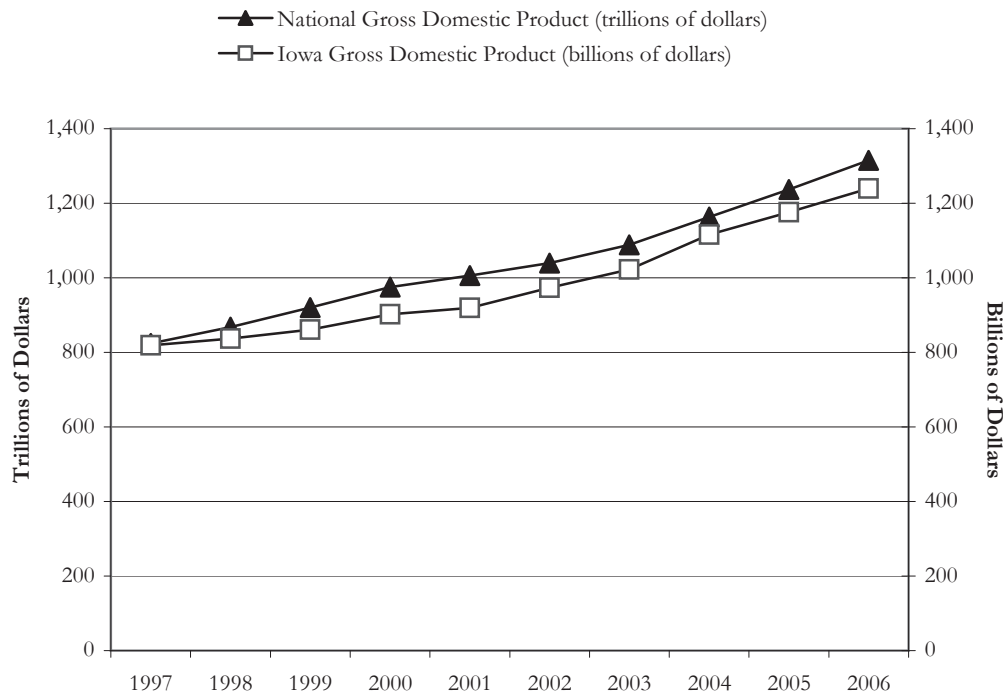
Source: U.S. Department of Homeland Security, Office of Immigration Statistics. Persons Becoming Legal Permanent Residents by State of Residence and Selected Characteristics: Fiscal Year 2003, 2004, 2005, 2006.

- Legal permanent resident data are estimates of people who have been granted lawful permanent residence in the United States. They are often referred to as “green card” recipients.
- In fiscal year 2003, there were a total of 3,419 people who became legal permanent residents and resided in Iowa. Of these, 27.1 percent were under age 18, 57.6 percent were between ages 18 and 44, and 15.4 percent were age 45 and over.
- In fiscal year 2004, there were a total of 3,983 people who became legal permanent residents and resided in Iowa. Of these, 25.0 percent were under age 18, 61.9 percent were between ages 18 and 44, and 13.1 percent were age 45 and over.
- In fiscal year 2005, there were a total of 4,535 people who became legal permanent residents and resided in Iowa. Of these, 26.9 percent were under age 18, 59.8 percent were between ages 18 and 44, and 13.3 percent were age 45 and over.
- In fiscal year 2006, there were a total of 4,086 people who became legal permanent residents and resided in Iowa. Of these, 24.2 percent were under age 18, 57.9 percent were between ages 18 and 44, and 17.9 percent were age 45 and over.

Economics

Iowa and National Gross Domestic Product

**FIGURE 19B — IOWA AND NATIONAL GROSS DOMESTIC PRODUCT
1997 TO 2006 TRENDS**

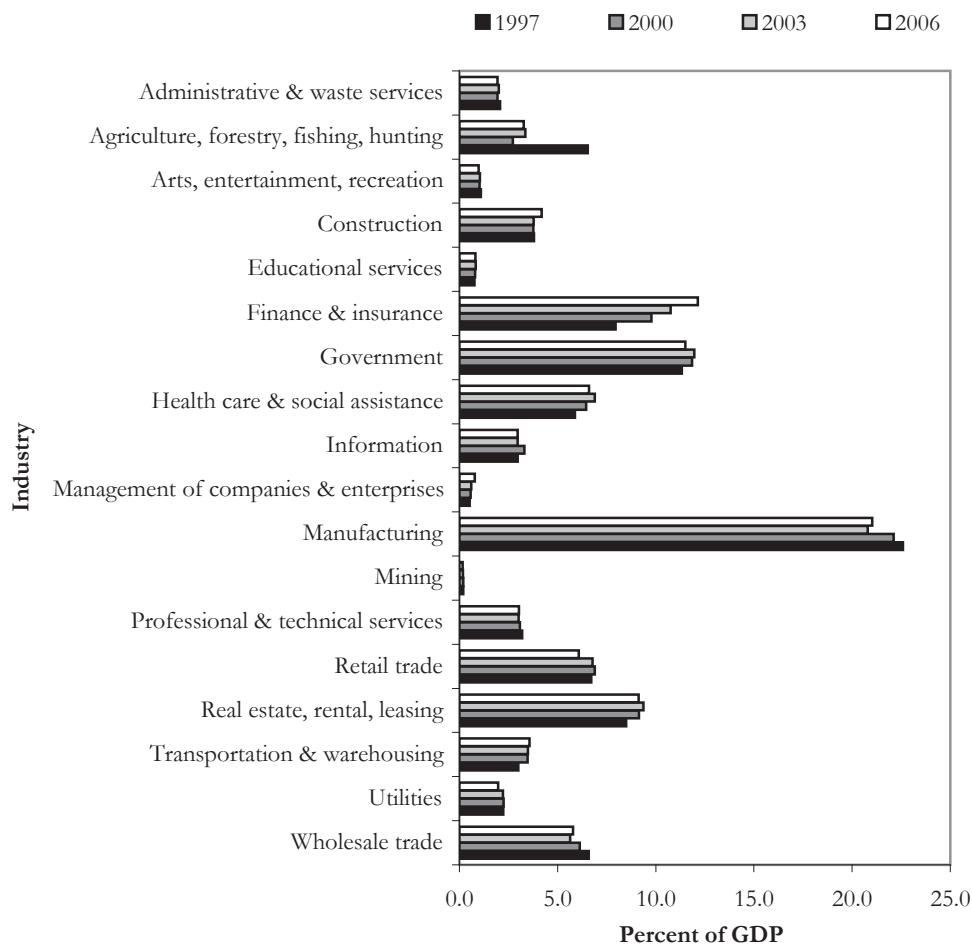


Source: U.S. Department of Commerce, Bureau of Economic Analysis. Gross Domestic Product by State: 1997 to 2006.

- Gross domestic product (GDP) data are estimates. GDP is calculated by summing the incomes earned by labor and capital then subtracting the costs incurred in the production of goods and services.
- The national and Iowa GDP have experienced steady growth from 1997 to 2006. The national GDP grew by \$491 trillion between 1997 and 2006 and the Iowa GDP grew by \$421 billion.
- In 1997, Iowa's GDP was \$819 billion, very similar to the national GDP in trillions of dollars at \$824. By 2006, Iowa's GDP was \$1,240 billion while the national GDP was at \$1,315 trillion.

Iowa Gross Domestic Product by Industry

**FIGURE 20B — PERCENT OF IOWA GROSS DOMESTIC PRODUCT BY INDUSTRY
1997, 2000, 2003 AND 2006**



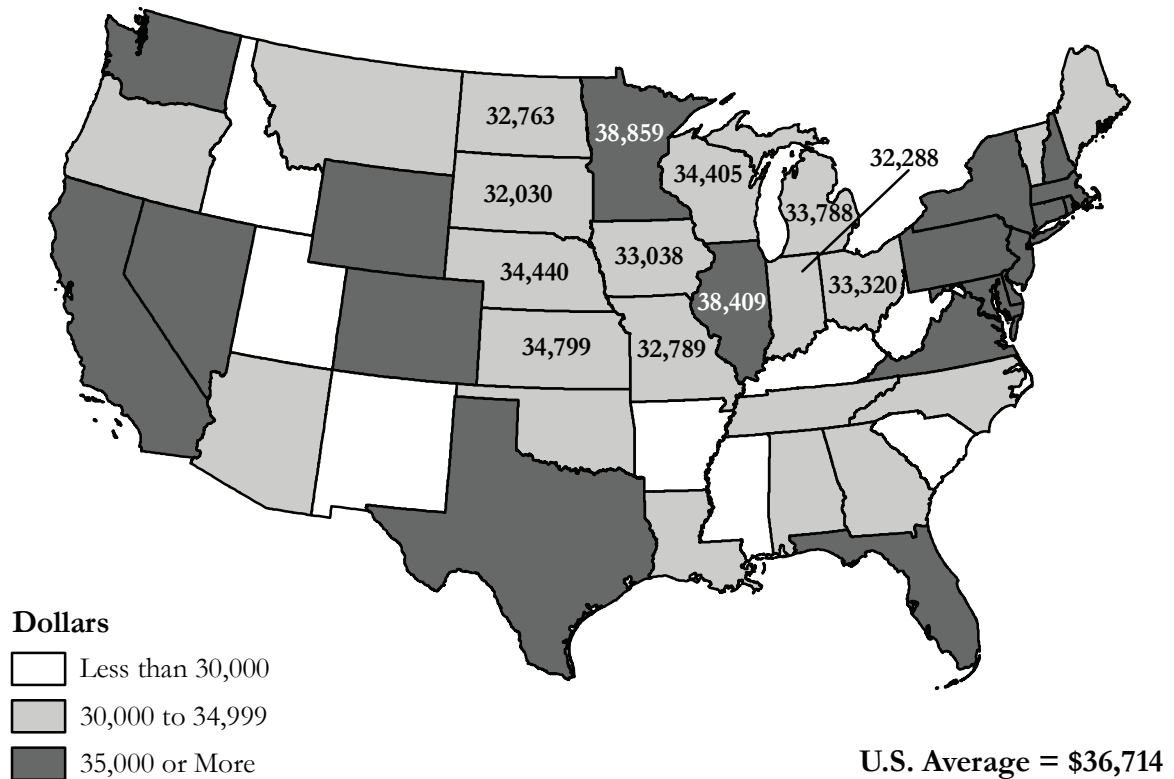
Source: U.S. Department of Commerce, Bureau of Economic Analysis. Gross Domestic Product by State by Industry: 1997, 2000, 2003, and 2006.

- Gross domestic product (GDP) data are estimates. GDP is calculated by summing the incomes earned by labor and capital then subtracting the costs incurred in the production of goods and services.
- In 1997, 2000, 2003, and 2006 the largest percentage of Iowa's GDP was from manufacturing, averaging 21.6 percent of the GDP.
- In 1997, 2000, 2003, and 2006 the smallest percentage of Iowa's GDP was from mining at 0.2 percent in each of the four years.
- The finance and insurance industry experienced the largest gain in percentage of Iowa's GDP from 1997 to 2006 at 4.2 percent, while agriculture, forestry, fishing, and hunting experienced the largest loss at -3.3 percent.

Economics

National Per Capita Income

FIGURE 21B — PER CAPITA INCOME FOR THE UNITED STATES 2006

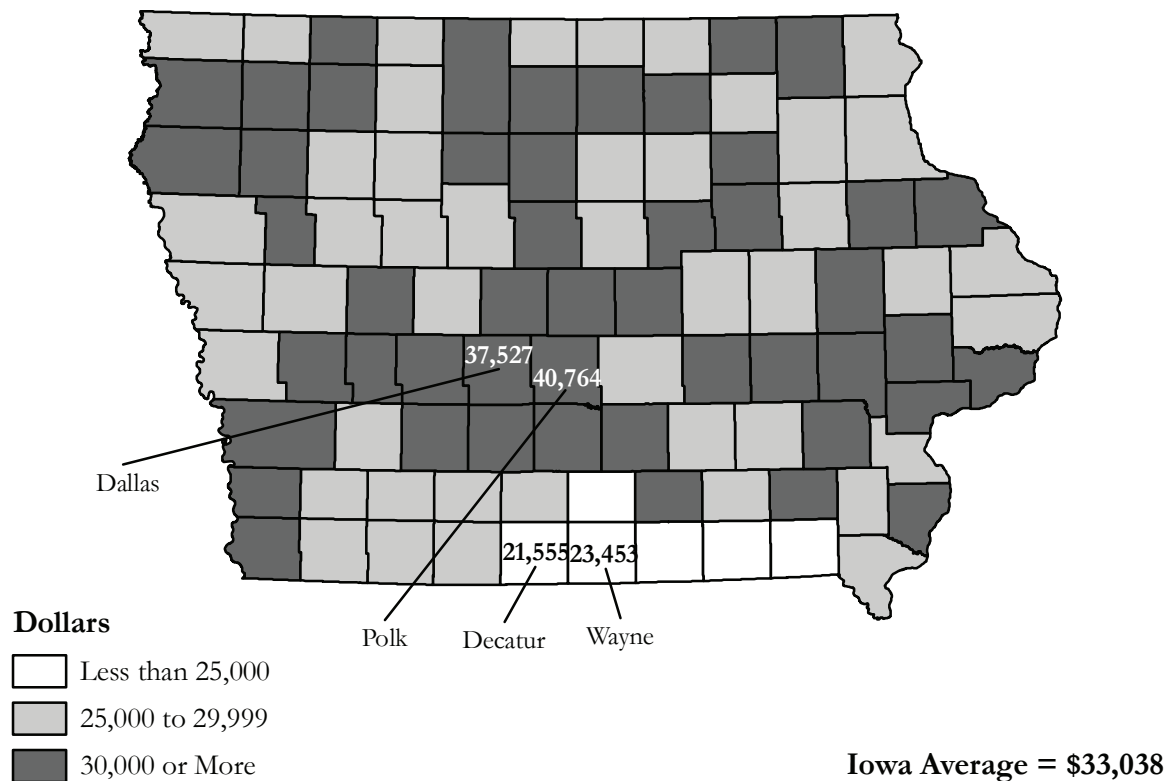


Source: U.S. Department of Commerce, Bureau of Economic Analysis. Per Capita Personal Income (Dollars): 2006.

- Per capita personal income data are 2006 estimates based on total personal income divided by midyear population estimates. The data are in real dollars, not adjusted for inflation.
- **Midwest States** — The average per capita income in the Midwest states was \$34,244. This is slightly below the national average of \$36,714. The lowest per capita income was in South Dakota at \$32,030, while the highest was in Minnesota at \$38,859. Out of the 12 Midwest states, Iowa had the fifth lowest per capita income in 2006.
- **Nation** — Across the nation, Mississippi had the lowest per capita income at \$27,028, while the District of Columbia had the highest per capita income at \$57,746. Out of the 51 territories included in this analysis (50 states and the District of Columbia), Iowa had the 22nd lowest per capita income in 2006.

Iowa Per Capita Income

FIGURE 22B — PER CAPITA INCOME FOR IOWA COUNTIES 2006

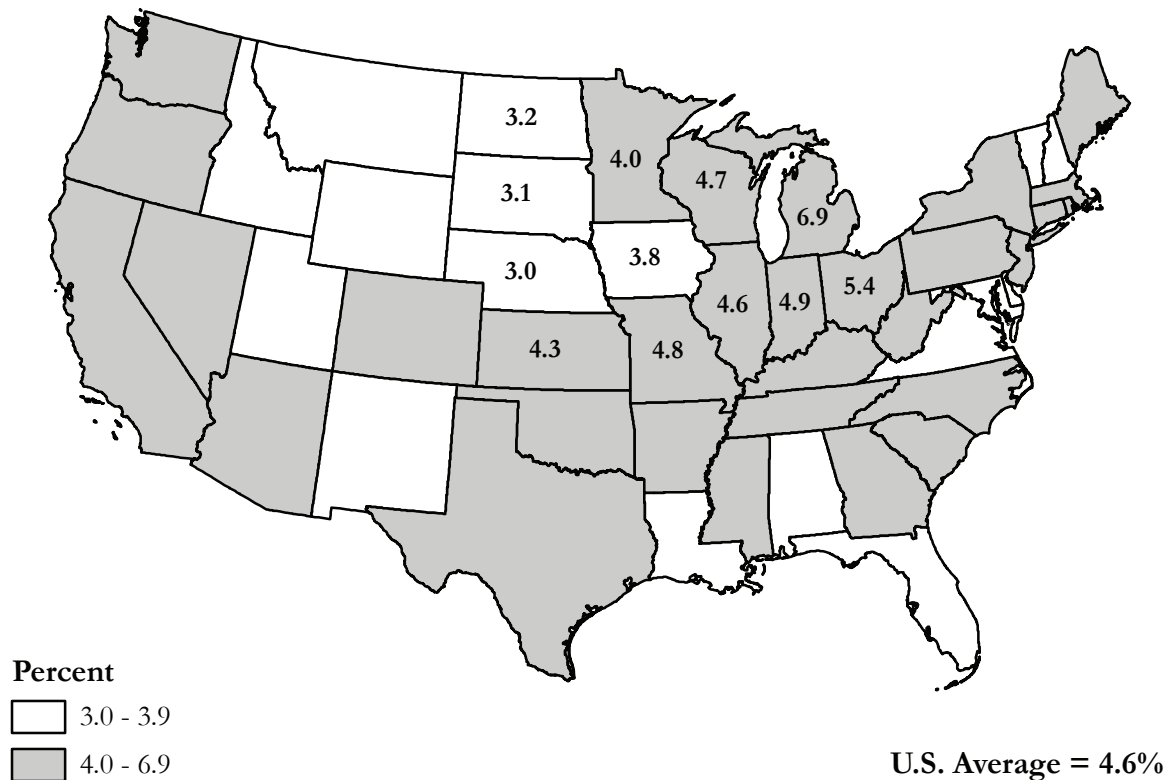


Source: U.S. Department of Commerce, Bureau of Economic Analysis. Iowa Per Capita Personal Income (Dollars): 2006.

- Per capita personal income data are 2006 estimates based on total personal income divided by midyear population estimates. The data are in real dollars, not adjusted for inflation.
- The counties in the southern-most part of Iowa had lower per capita incomes than did counties in the rest of the state. Six counties in Iowa had a per capita income of less than \$25,000, 45 had a per capita income between \$25,000 and \$29,999, and 48 had a per capita income of \$30,000 or higher.
- Overall, the average per capita income in Iowa was \$33,038 in 2006. Decatur County had the lowest per capita income at \$21,555 followed by Wayne County at \$23,453. Polk County had the highest per capita income at \$40,764 followed by Dallas County at \$37,527.

National Unemployment

FIGURE 23B — PERCENT OF PEOPLE UNEMPLOYED FOR THE UNITED STATES 2006

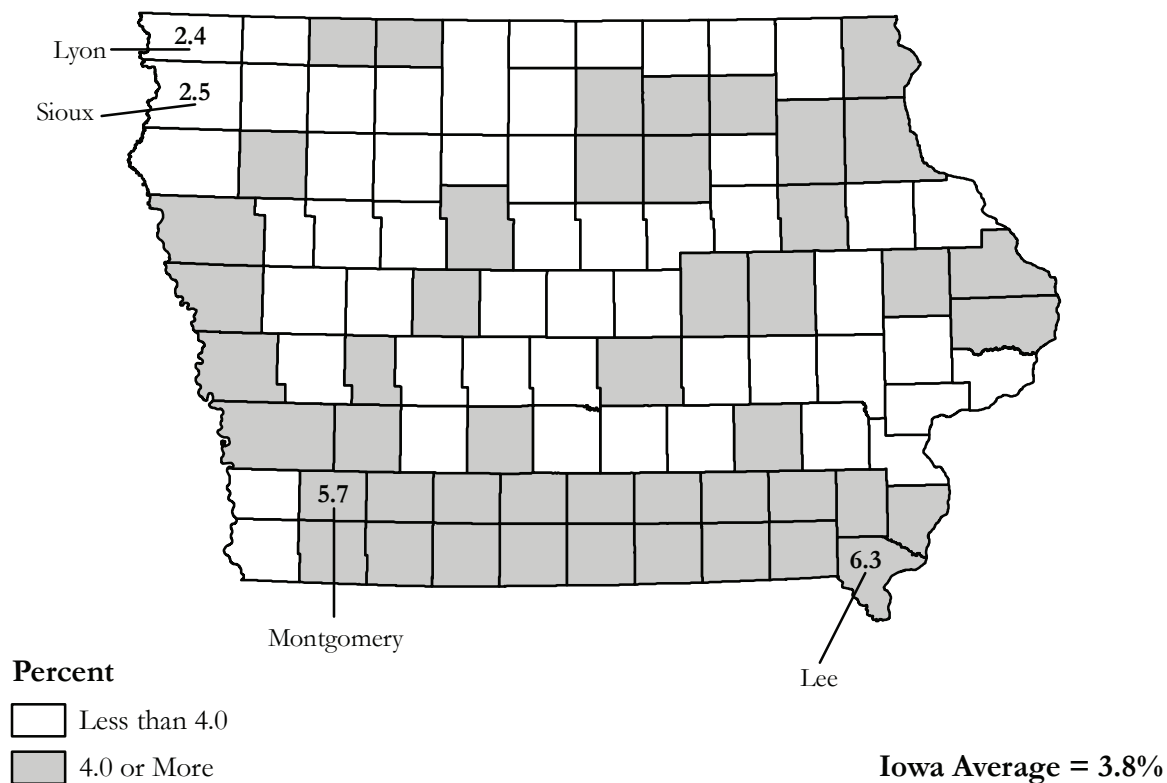


Source: U.S. Department of Labor, Bureau of Labor Statistics. Regional and State Unemployment: 2006.

- Unemployment data are 2006 estimates based on the estimated population and employment status of people age 16 and older as reported by the Current Population Survey. Annual data are not seasonally adjusted.
- **Midwest States** — The average unemployment rate for the Midwest states was 4.4 percent. This is almost equivalent to the national average of 4.6 percent. The lowest unemployment rate was in Nebraska at 3.0 percent, while the highest was in Michigan at 6.9 percent. Out of the 12 Midwest states, Iowa had the fourth lowest unemployment rate in 2006.
- **Nation** — Nebraska, Utah, and Virginia had the lowest unemployment rates in the Nation at 3.0 percent, while Michigan had the highest rate at 6.9 percent. Out of the 51 territories included in this analysis (50 states and the District of Columbia), Iowa tied for 16th lowest unemployment rate in 2006.

Iowa Unemployment

FIGURE 24B — PERCENT OF PEOPLE UNEMPLOYED FOR IOWA COUNTIES 2006



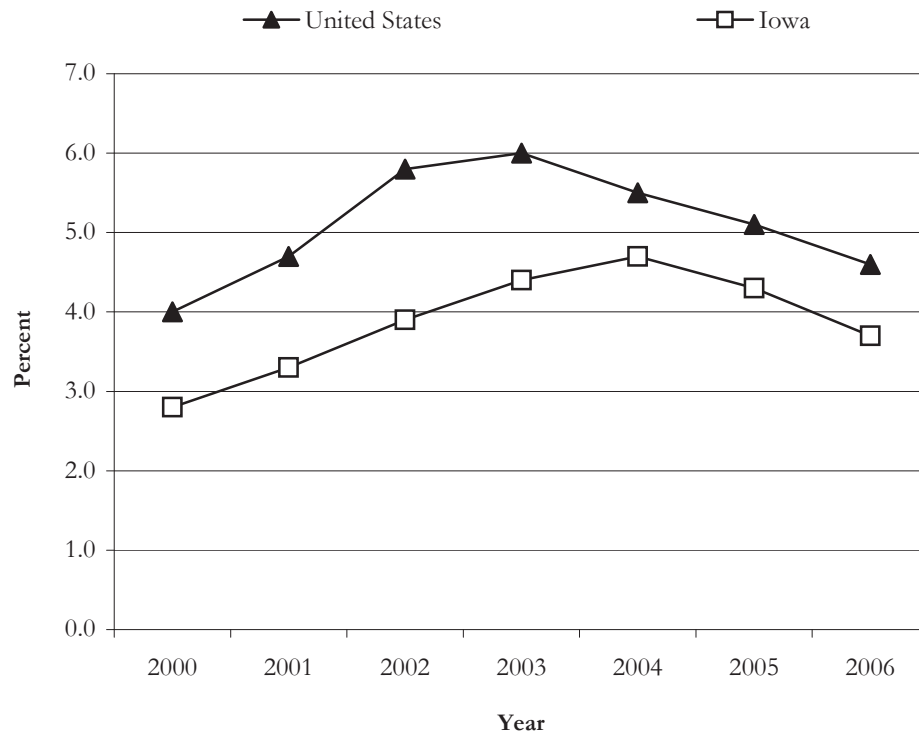
Source: Iowa Workforce Development, Iowa Workforce Information Network. Unemployment Rate for Iowa Counties and Areas: 2006.

- Unemployment data are 2006 estimates for people age 16 and older as reported by the Current Population Survey, Current Employment Statistics Program, and state unemployment insurance systems. Annual data are not seasonally adjusted.
- Fifty-two counties in Iowa had an unemployment rate of less than 4.0 percent, while 42 had an unemployment rate of 4.0 percent or more.
- The overall unemployment rate in Iowa was 3.8 percent in 2006. Lyon County had lowest unemployment rate at 2.4 percent followed by Sioux County at 2.5 percent. Lee County had the highest unemployment rate at 6.3 percent followed by Montgomery County at 5.7 percent.

Economics

Unemployment Trends

FIGURE 25B — PERCENT OF PEOPLE UNEMPLOYED 2000 TO 2006 TRENDS

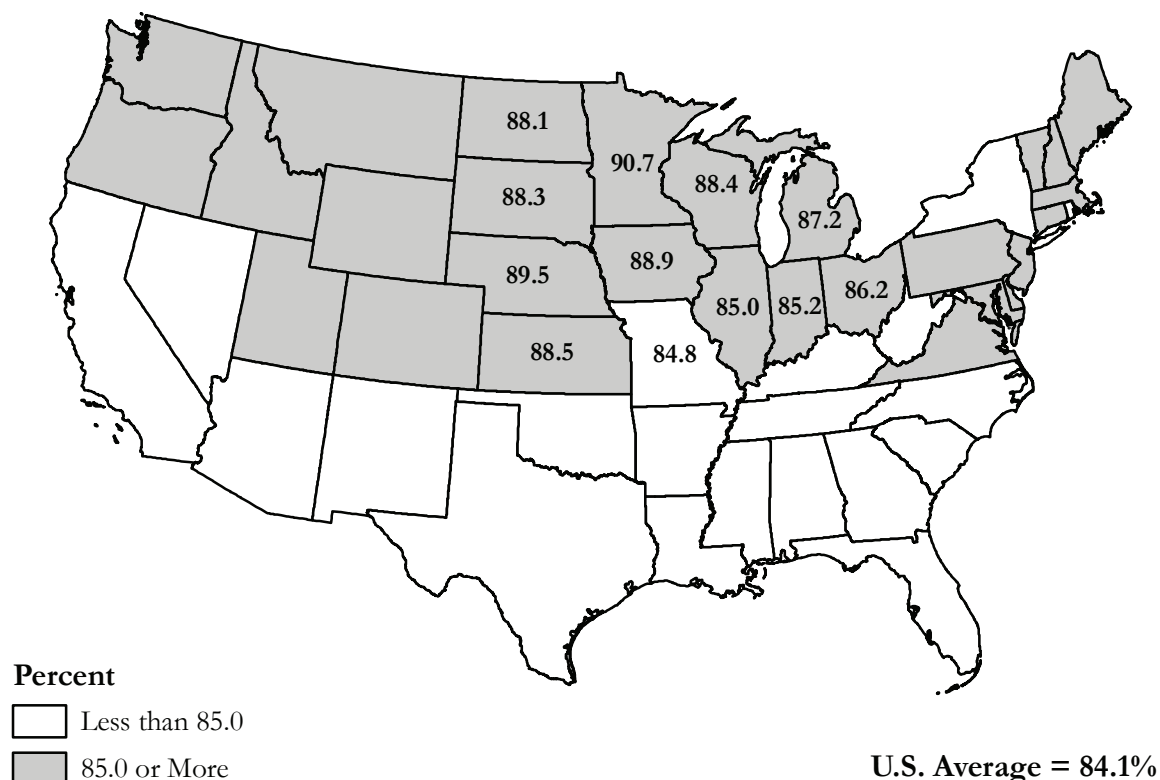


Source: Iowa Workforce Development, Iowa Workforce Information Network. Unemployment Rate for United States and Iowa: 2000 to 2006.

- Unemployment data are estimates based on the estimated population and employment status of people age 16 and older as reported by the Current Population Survey. Annual data are not seasonally adjusted.
- In 2000, the national unemployment rate was 4.0 percent, while the rate in Iowa was 2.8 percent. The national unemployment rate peaked in 2003 at 6.0 percent, while Iowa's unemployment rate peaked in 2004 at 4.7 percent.
- The rate in Iowa was lower than the national rate each year from 2000 to 2006. Between 2000 and 2006, the national unemployment rate averaged 5.1 percent, while the Iowa unemployment rate averaged 3.9 percent.

National High School Diploma

FIGURE 26B — PERCENT OF THE POPULATION AGE 25 AND OLDER WHO HAVE COMPLETED HIGH SCHOOL FOR THE UNITED STATES 2006

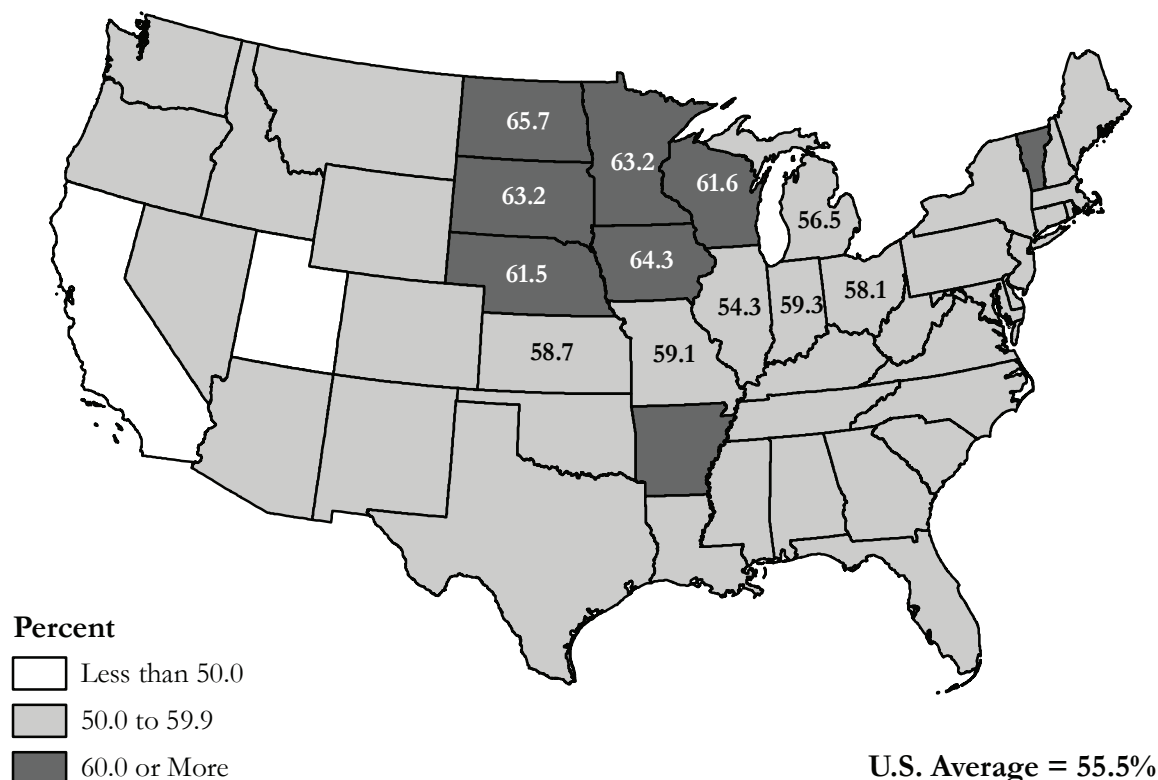


Source: U.S. Census Bureau, 2006 American Community Survey. Sex by Educational Attainment for the Population 25 Years and Older (Table B15002).

- Data are estimates and are based on a sample of the household population and exclude the population living in institutions, college dormitories, and other group quarters.
- **Midwest States** — The average percent of people age 25 and older who had completed high school in 2006 in the Midwest states was 87.6 percent. This was above the national average of 84.1 percent. The highest percent was in Minnesota at 90.7 percent, while the lowest was in Missouri at 84.8 percent. Out of the 12 Midwest states, Iowa had the third highest percent of the population with a high school diploma in 2006.
- **Nation** — Overall, states in the southern portion of the United States had a lower percent of people completing high school than states in other parts of the nation. Mississippi had the lowest percent of high school completers at 77.9 percent, while Minnesota had the highest percent at 90.7 percent. Out of the 51 territories included in this analysis (50 states and the District of Columbia), Iowa had the 11th highest percent of the population with a high school diploma in 2006.

National Two-Worker Families

FIGURE 28B — PERCENT OF FAMILIES WITH CHILDREN WHERE BOTH PARENTS WORK OUTSIDE THE HOME FOR THE UNITED STATES 2006

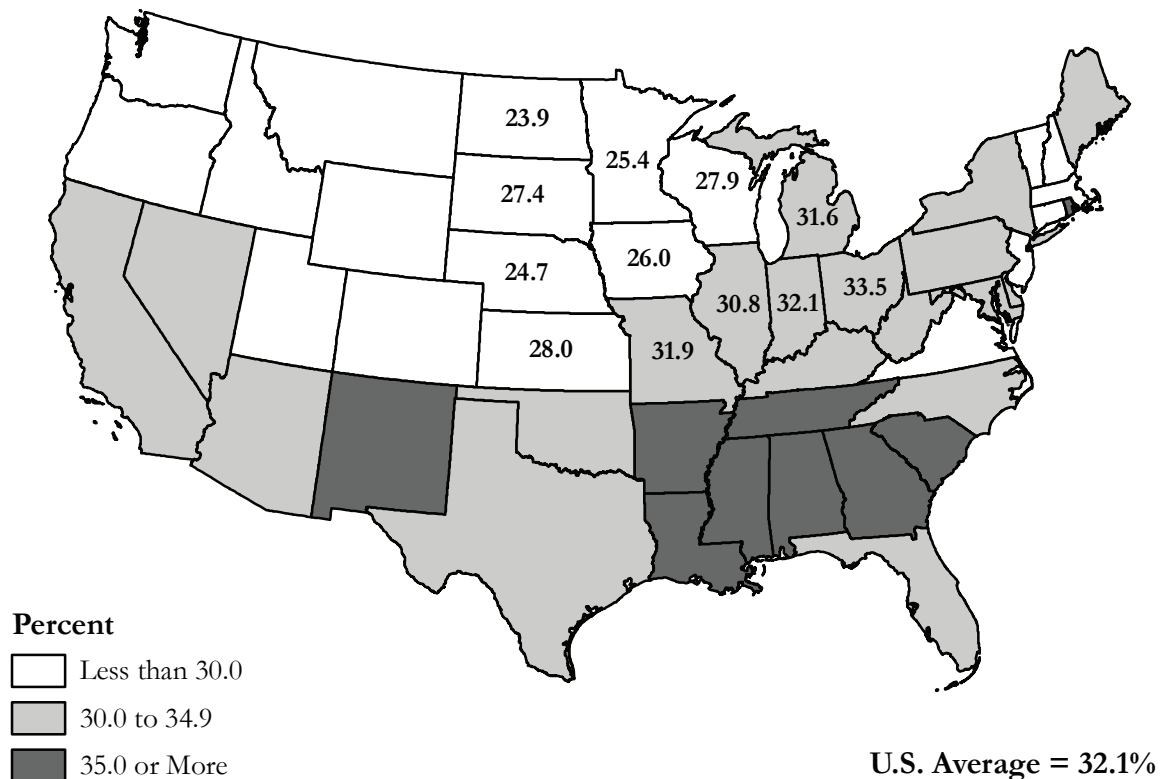


Source: U.S. Census Bureau, 2006 American Community Survey. Presence and Age of Own Children Under 18 Years by Family Type by Number of Workers in Family in the Past 12 Months (Table B23009).

- Data are estimates and are based on a sample of the household population and exclude the population living in institutions, college dormitories, and other group quarters. Families with two parents and children under age 18 are the basis for this analysis.
- **Midwest States** — The average percent of families with children where both parents work in the Midwest states was 60.5 percent. This is above the national average of 55.5 percent. The lowest percent of families with two parents, both working, was in Illinois at 54.3 percent, while the highest was in North Dakota at 65.7 percent. Out of the 12 Midwest states, Iowa had the second highest percent of two-parent families with both parents working in 2006.
- **Nation** — In the nation overall, the Midwest states tended to have higher percentages of two-parent families where both parents worked. The District of Columbia had the highest percent at 67.9 percent, while Utah had the lowest percent at 47.3 percent. Out of the 51 territories included in this analysis (50 states and the District of Columbia), Iowa had the third highest percent of two-parent families with both parents working in 2006.

National One-Parent Households

FIGURE 29B — PERCENT OF CHILDREN LIVING WITH ONLY ONE PARENT FOR THE UNITED STATES 2006

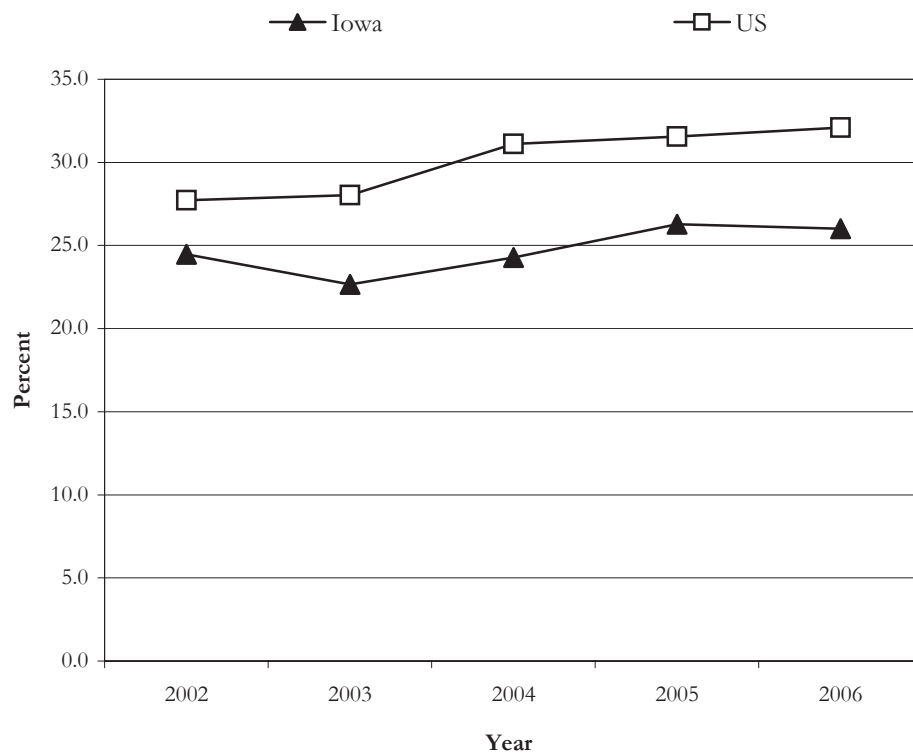


Source: U.S. Census Bureau, 2006 American Community Survey. Age of Own Children Under 18 Years in Families and Subfamilies by Living Arrangements by Employment Status of Parents in the Past 12 Months (Table B23008).

- Data are estimates and are based on a sample of the household population and exclude the population living in institutions, college dormitories, and other group quarters.
- **Midwest States** — The average percent of children living in one-parent families in the Midwest states was 28.6 percent. This is slightly below the national average of 32.1 percent. The lowest percent was in North Dakota at 23.9 percent, while the highest was in Ohio at 33.5 percent. Out of the 12 Midwest states, Iowa had the fourth lowest percent of children living with only one parent in 2006.
- **Nation** — States in the southern part of the United States tended to have a larger percent of children living with only one parent than did states in the northern part. The District of Columbia had the highest percent of children living in one-parent families at 61.8 percent, while Utah had the lowest percent at 18.1 percent. Out of the 51 territories included in this analysis (50 states and the District of Columbia), Iowa had the eighth lowest percent of children living with only one parent in 2006.

One-Parent Household Trends

**FIGURE 30B — PERCENT OF CHILDREN LIVING WITH ONLY ONE PARENT
2002 TO 2006 TRENDS**

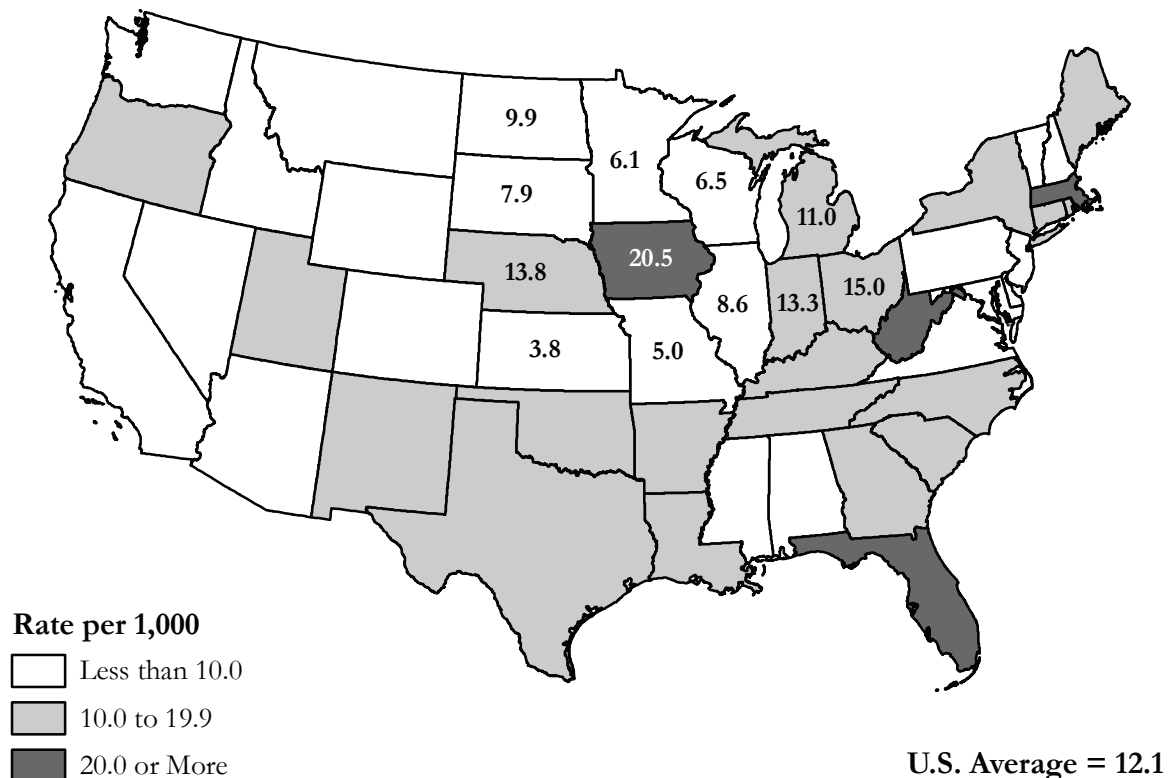


Source: U.S. Census Bureau, 2002 to 2006 American Community Survey. Age of Own Children Under 18 Years in Families and Subfamilies by Living Arrangements by Employment Status of Parents in the Past 12 Months.

- Data are estimates and are based on a sample of the household population and exclude the population living in institutions, college dormitories, and other group quarters.
- In 2006, the percent of children under age 18 in the United States living with only one parent was 32.1 percent, while the percent in Iowa was 26.0 percent
- In 2002, the percent of children under age 18 in the United States living with only one parent was 27.7 percent, while the rate in Iowa was 24.5 percent.
- Overall, the national percent of children living with only one parent has been increasing slightly from 2002 to 2006. The rate in Iowa increased from 2003 to 2005 and then decreased slightly in 2006. Across years, the rate in Iowa is lower than the national rate.

National Child Abuse and Neglect

FIGURE 31B — RATE OF CHILD ABUSE AND NEGLECT PER 1,000 CHILDREN IN THE POPULATION FOR THE UNITED STATES 2006

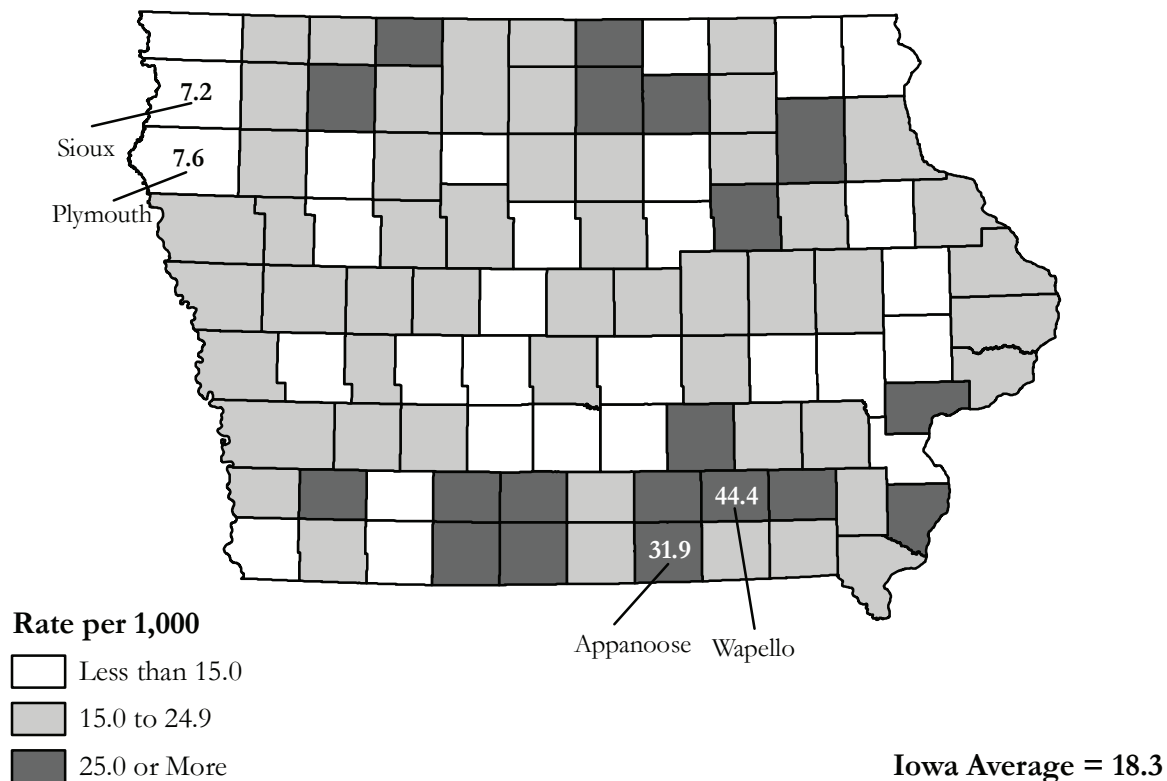


Source: U.S. Department of Health and Human Services, Administration on Children, Youth and Families. Child Maltreatment 2006.

- Data represents unique (unduplicated) victims of substantiated or indicated abuse or neglect, based on the federal fiscal year. The population data used for rate calculations are estimates of youth under age 18 from the United States Census Current Population Survey. States have different sets of criteria for screening in cases for investigation, and require different levels of evidence to substantiate or confirm cases. Note that unlike many states, Iowa does not currently use differentiated response when handling possible child abuse cases. This may cause Iowa's rate of child abuse/neglect to look inflated when compared to other states.
- **Midwest States** — An estimated 10.1 of every 1,000 youth in the population under age 18 in the Midwest states had been the victim of abuse or neglect in 2006. This is below the national average of 12.1. The lowest rate of abused or neglected children was in Kansas at 3.8, while the highest rate was in Iowa at 20.5.
- **Nation** — Within the United States, Pennsylvania had the lowest rate of children who had been abused or neglected at 1.5 per 1,000 youth, while Florida had the highest rate at 33.5 per 1,000 youth. Out of the 51 territories included in this analysis (50 states and the District of Columbia), Iowa had the fifth highest rate of child abuse and neglect in 2006.

Iowa Child Abuse and Neglect

**FIGURE 32B — RATE OF CHILD ABUSE AND NEGLECT PER 1,000 CHILDREN
IN THE POPULATION FOR IOWA COUNTIES 2006**

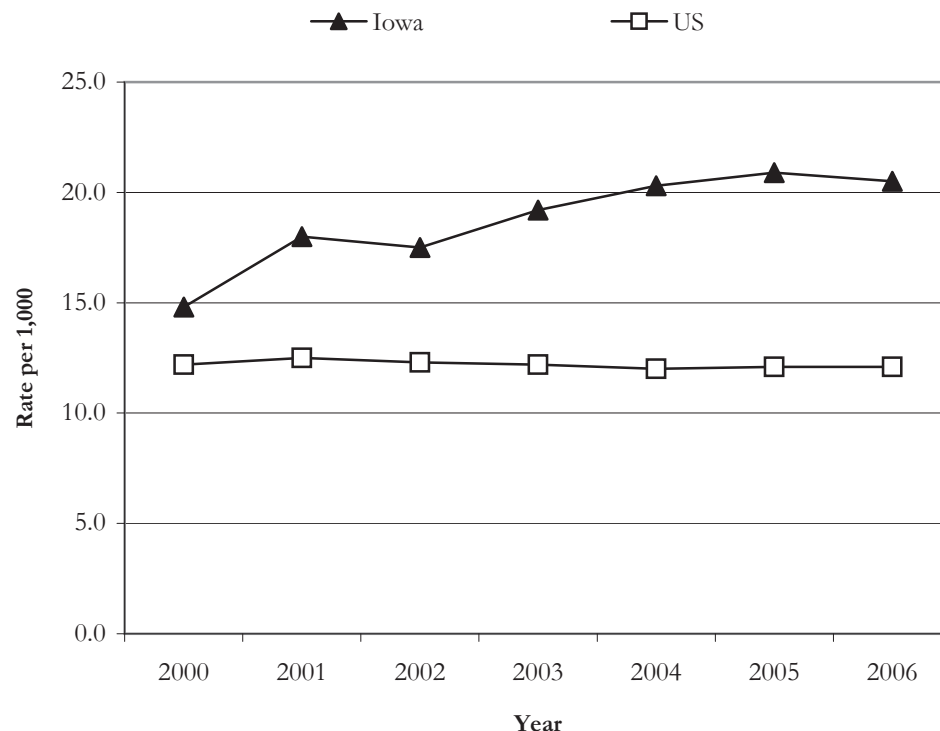


Source: Iowa Department of Human Services, Child Abuse Statistics and Reports. Child Abuse for Calendar 2006.

- Child abuse and neglect rate data are 2006 estimates. Data represents unique (unduplicated) victims of substantiated or indicated abuse or neglect, based on the calendar year. The population data used for rate calculations are 2006 estimates of youth under age 18 based on Census 2000 data.
- Twenty-nine counties in Iowa had a child abuse or neglect rate under 15.0 per 1,000 youth in the population, 51 had a rate between 15.0 and 24.9, and 19 had a rate of 25.0 or more.
- The overall rate of child abuse and neglect in Iowa was 18.3 in 2006. Wapello County had the highest rate of child abuse/neglect at 44.4 per 1,000 youth followed by Appanoose County at 31.9. Sioux County had the lowest rate of child abuse or neglect at 7.2 per 1,000 youth followed by Plymouth County at 7.6.

Child Abuse and Neglect Trends

**FIGURE 33B — RATE OF CHILD ABUSE AND NEGLECT PER 1,000 CHILDREN IN THE POPULATION
2000 TO 2006 TRENDS**

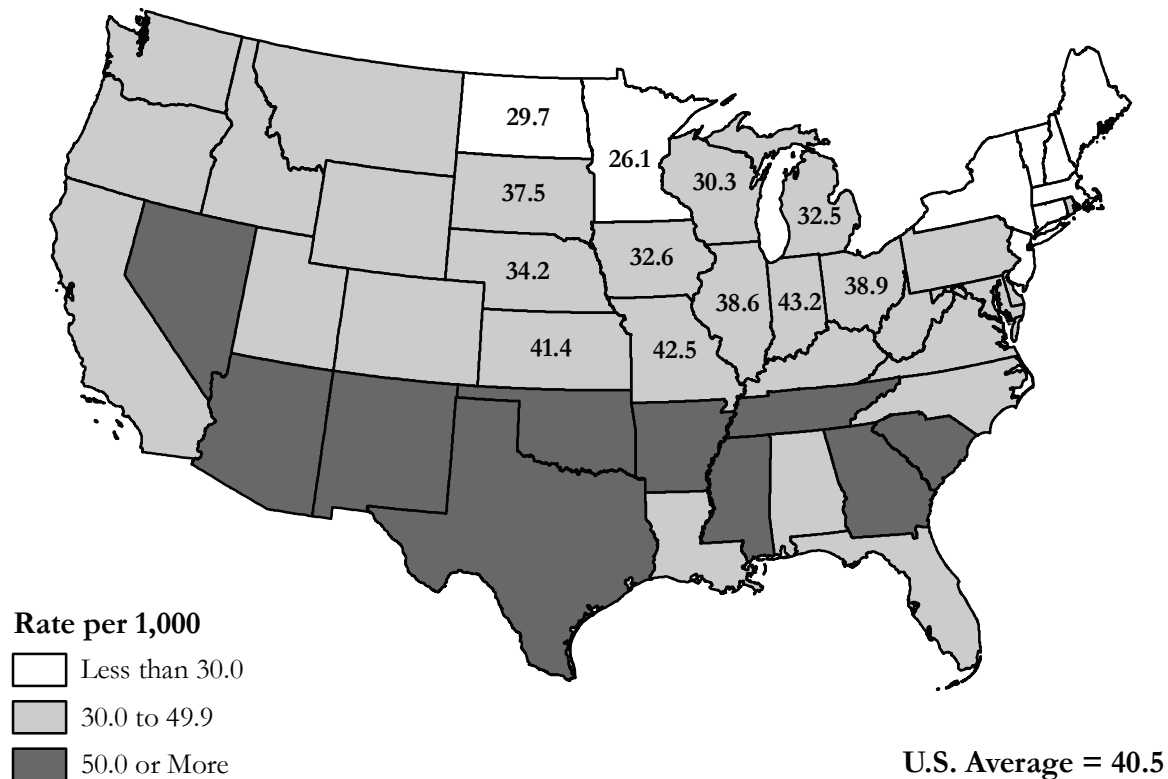


Source: U.S. Department of Health and Human Services, Administration on Children, Youth and Families. Child Maltreatment 2006.

- Data represents unique (unduplicated) victims of substantiated or indicated abuse or neglect, based on the Federal fiscal year. The population data used for rate calculations are estimates of youth under age 18 from the United States Census Current Population Survey. States have different sets of criteria for screening in cases for investigation, and require different levels of evidence to substantiate or confirm cases. Note that unlike many states, Iowa does not currently use differentiated response when handling possible child abuse cases. This may cause Iowa's rate of child abuse/neglect to look inflated when compared to other states.
- In fiscal year 2006, the national rate of child abuse or neglect was 12.1 per 1,000 youth under age 18, while the rate in Iowa was 20.5 per 1,000.
- In fiscal year 2000, the national rate of child abuse or neglect was 12.2 per 1,000 youth under age 18, while the rate in Iowa was 14.8 per 1,000.
- Overall, the national rate of child abuse or neglect was steady or decreasing from 2000 to 2006. On the other hand, the rate in Iowa has steadily increased from 2002 to 2005, with a slight decrease in 2006. The rate in Iowa is higher than the national rate each year from 2000 to 2006.

National Teen Births

FIGURE 34B — TEEN BIRTHS PER 1,000 15- TO 19-YEAR-OLD FEMALES IN THE POPULATION FOR THE UNITED STATES 2005

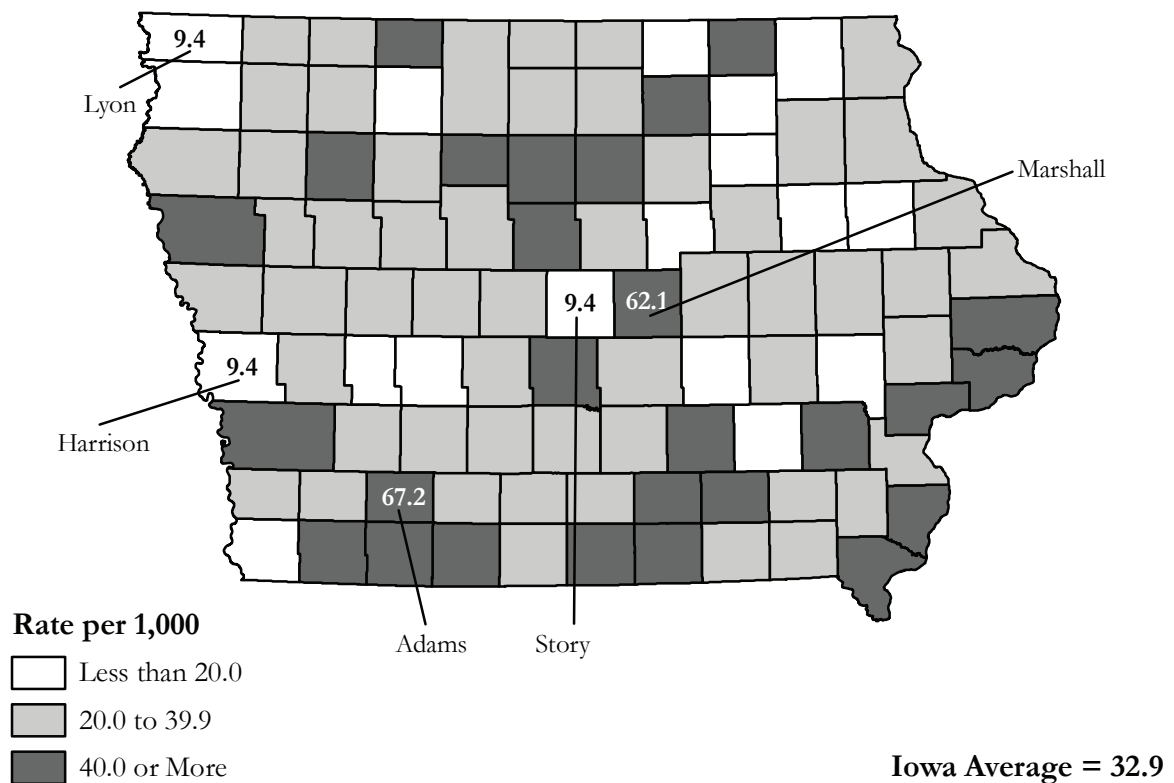


Source: National Center for Health Statistics, Division of Vital Statistics. National Vital Statistics Reports, Births: Final Data for 2005, vol. 56, n.6.

- Teen birth data are 2005 estimates. The population data used for rate calculations are estimates based on Census 2000 data.
- **Midwest States** — On average, an estimated 35.6 of every 1,000 females age 15 to 19 gave birth in the Midwest states in 2005. This is below the national average of 40.5. The lowest teen birth rate was in Minnesota at 26.1 per 1,000 females age 15 to 19, while the highest rate was in Indiana at 43.2. Out of the 12 Midwest states, Iowa had the fifth lowest teen birth rate in 2005.
- **Nation** — Teen birth rates tended to be higher in states in the southern part of the nation in 2006. The District of Columbia had the highest rate of teen births at 63.4 per 1,000 females age 15 to 19, while New Hampshire had the lowest rate at 17.9. Out of the 51 territories included in this analysis (50 states and the District of Columbia), Iowa had the 16th lowest teen birth rate in 2005.

Iowa Teen Births

FIGURE 35B — TEEN BIRTHS PER 1,000 15- TO 19-YEAR-OLD FEMALES IN THE POPULATION FOR IOWA COUNTIES 2006

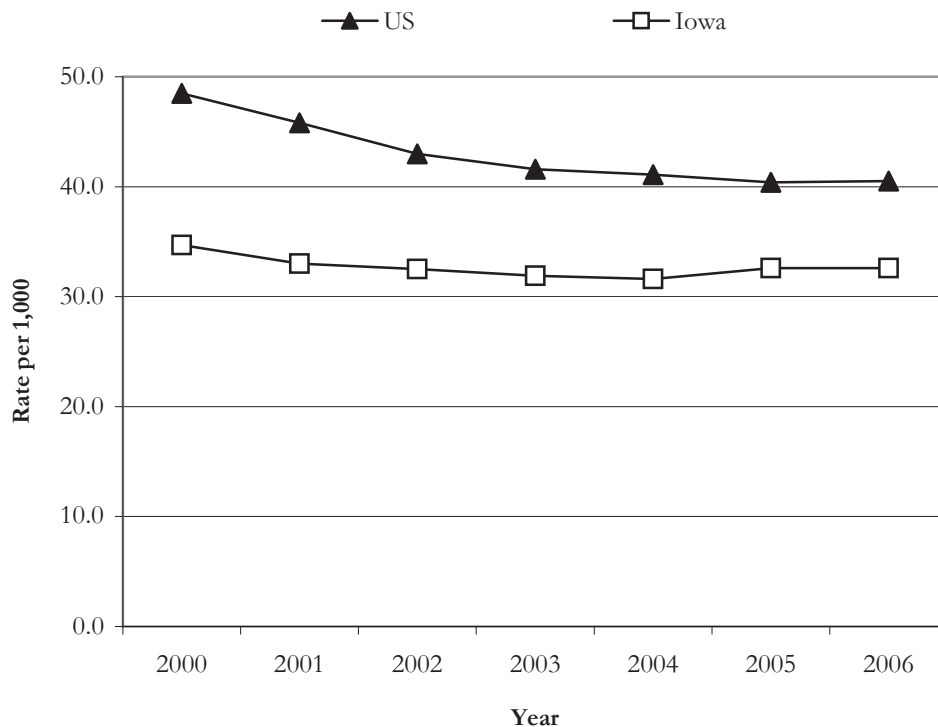


Source: Iowa Department of Public Health, Bureau of Health Statistics. Vital Statistics of Iowa 2006, Summary of Selected Vital Events by County (Table 5).

- The birth rates above are based on live births and are assigned to counties based on the resident county of the mother. Rates are figured using the 2006 estimated female population age 15 to 19 based on Census 2000 data.
- Seventeen counties in Iowa had less than 20.0 teen births per 1,000 females age 15 to 19 in the population, 54 had a rate of 20.0 to 39.9 teen births, and 27 counties had a rate of 40.0 or more teen births.
- The average teen birth rate in Iowa was 32.9 in 2006. Adams County had the highest rate of teen births at 67.2 per 1,000 females age 15 to 19 in the population followed by Marshall County at 62.1. Harrison, Lyon and Story counties had the lowest rate of teen births at 9.4.

Teen Birth Trends

FIGURE 36B — TEEN (15- TO 19-YEAR-OLDS) BIRTH RATES 2000-2006

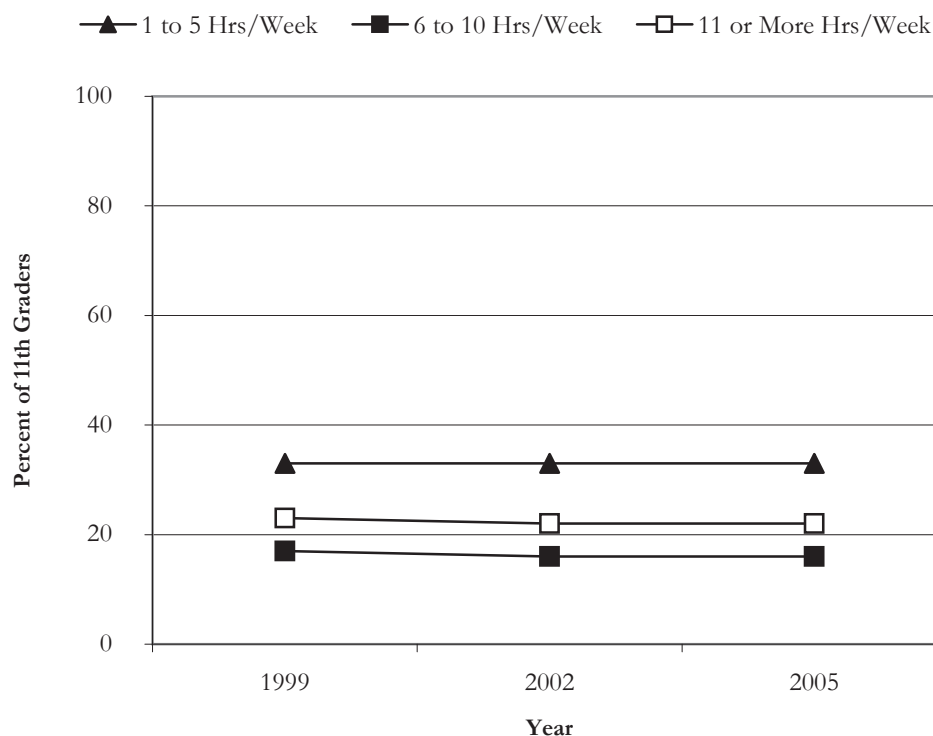


Source: National Center for Health Statistics, Division of Vital Statistics. National Vital Statistics Reports, Births: Final Data for 2000 to 2006.

- Teen birth data are estimates and include females age 15 to 19. The population data used for rate calculations are estimates based on Census 2000 data.
- Overall, the national teen birth rate has decreased each year from 2000 to 2006. During the same time period the teen birth rate in Iowa has been relatively steady. The rate in Iowa has been consistently lower than the national rate each year from 2000 to 2006.
- In 2006, the national teen birth rate was 40.5 per 1,000 females age 15 to 19, while the rate in Iowa was 32.6 per 1,000. In 2000, the national teen birth rate was 48.5 per 1,000 females age 15 to 19, while the rate in Iowa was 34.7 per 1,000.

Iowa Youth Survey

FIGURE 37B — PERCENT OF 11TH GRADERS WHO SPENT TIME AT SCHOOL-RELATED EXTRA-CURRICULAR ACTIVITIES 1999, 2002, AND 2005

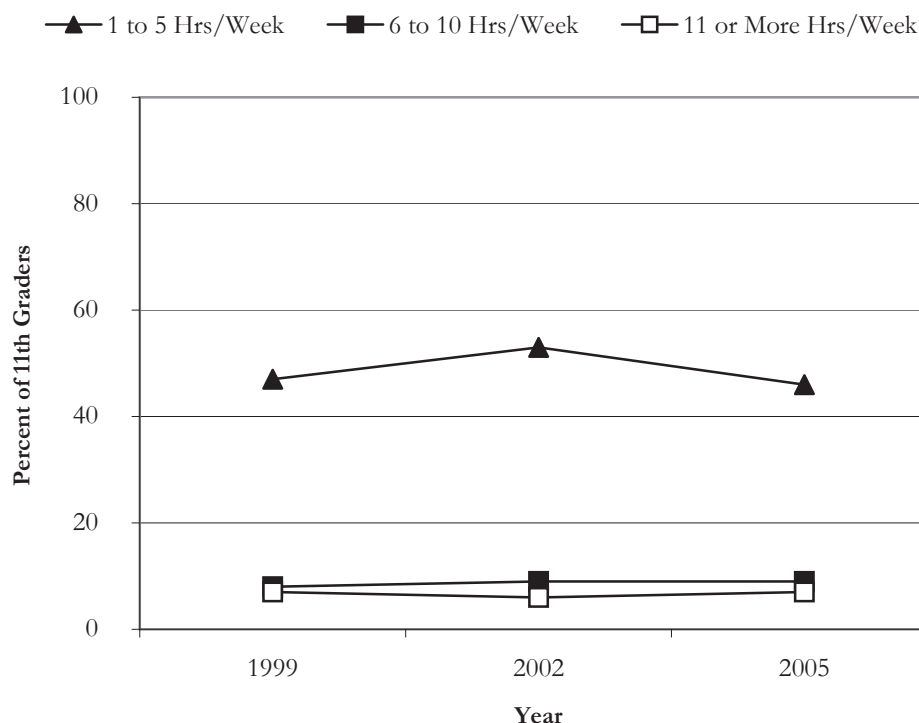


Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, and 2005.

- The Iowa Youth Survey is a voluntary survey given every three years to 6th, 8th, and 11th graders in the state of Iowa. It covers topics such as substance use, safety, and other youth perceptions and attitudes. For more information about the Iowa Youth Survey, please see <http://www.iowayouthsurvey.org>.
- The percent of 11th graders participating in school-related extra-curricular activities remained very consistent from 1999 to 2005. In 1999, 73.0 percent of 11th graders participated in these types of activities for one or more hours per week, with the largest percent participating for one to five hours per week. By 2005, 71.0 percent of 11th graders participated in school-related extra-curricular activities, still with the largest percent for one to five hours per week.

Iowa Youth Survey

**FIGURE 38B — PERCENT OF 11TH GRADERS WHO PARTICIPATED IN ACTIVITIES OUTSIDE OF SCHOOL
1999, 2002, AND 2005**

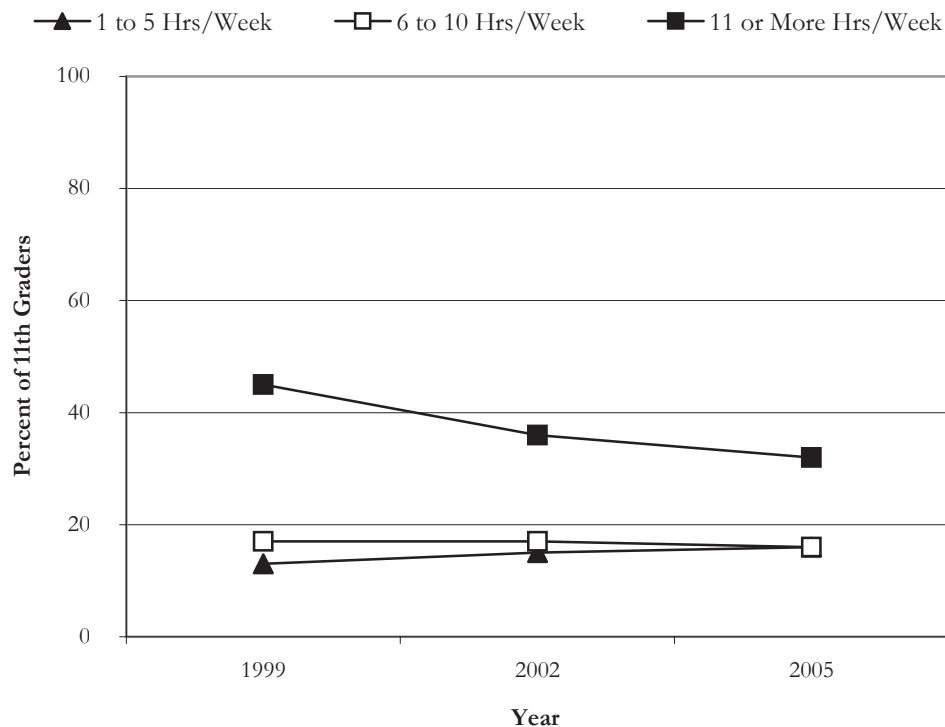


Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, and 2005.

- The Iowa Youth Survey is a voluntary survey given every three years to 6th, 8th, and 11th graders in the state of Iowa. It covers topics such as substance use, safety, and other youth perceptions and attitudes. For more information about the Iowa Youth Survey, please see <http://www.iowayouthsurvey.org>.
- The percent of 11th graders participating in nonschool-related extra-curricular activities remained fairly consistent from 1999 to 2005. In 1999, 62.0 percent of 11th graders participated in these types of activities for one or more hours, with the largest percent participating for one to five hours per week. In 2002, 68.0 percent of 11th graders participated in nonschool-related extra-curricular activities, again with the largest percent participating for one to five hours per week. In 2005, the percent of 11th graders participating in nonschool-related extra-curricular activities decreased to 62.0 percent, still with most participating for one to five hours per week.

Working 11th Graders

**FIGURE 39B — PERCENT OF 11TH GRADERS WHO SPENT TIME WORKING AT A PAID JOB
1999, 2002, AND 2005**

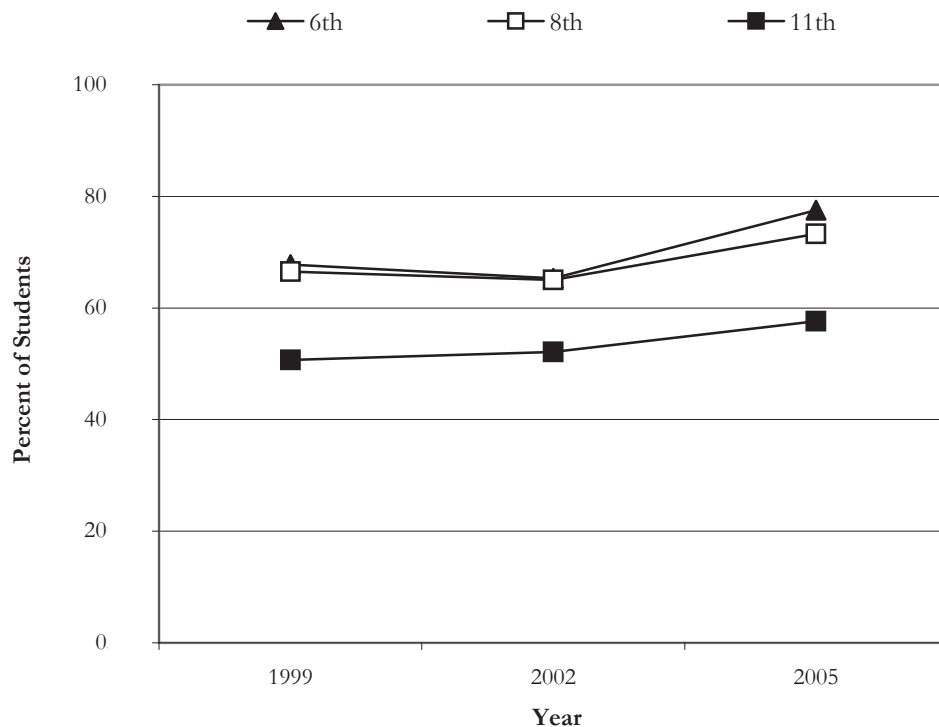


Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, and 2005.

- The Iowa Youth Survey is a voluntary survey given every three years to 6th, 8th, and 11th graders in the state of Iowa. It covers topics such as substance use, safety, and other youth perceptions and attitudes. For more information about the Iowa Youth Survey, please see <http://www.iowayouthsurvey.org>.
- The percent of 11th graders who spent time working at a paid job has decreased from 1999 to 2005. In 1999, 75.0 percent of 11th graders worked at a paid job, with the largest percent working eleven or more hours per week. By 2005, the percent had decreased to 64.0 percent, still with the largest percent working for 11 or more hours per week.

Supportive Family

**FIGURE 40B — PERCENT OF STUDENTS WHO FEEL THEY HAVE A SAFE AND SUPPORTIVE FAMILY
1999, 2002, AND 2005**

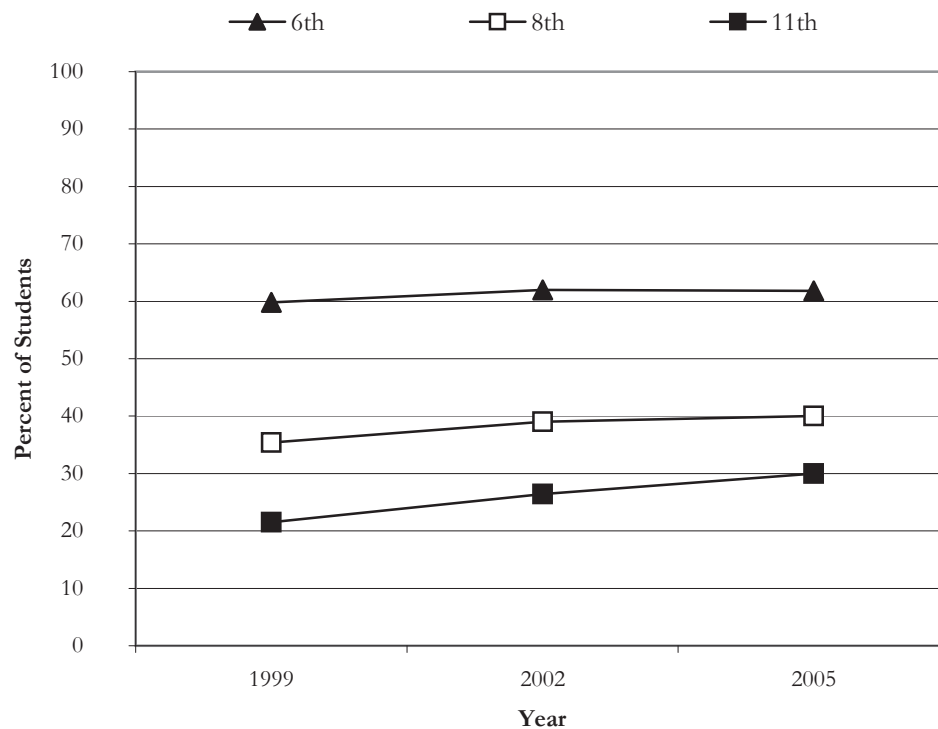


Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, and 2005.

- The Iowa Youth Survey is a voluntary survey given every three years to 6th, 8th, and 11th graders in the state of Iowa. It covers topics such as substance use, safety, and other youth perceptions and attitudes. For more information about the Iowa Youth Survey, please see <http://www.iowayouthsurvey.org>. The family involvement and support section is made up of six questions.
- The percent of 6th, 8th, and 11th graders who answered positively to each question regarding family involvement and support remained fairly steady from 1999 to 2002, and then increased in 2005. In 1999, 67.8 percent of 6th graders, 66.5 percent of 8th graders, and 50.7 percent of 11th graders answered positively. By 2005, this increased to 77.5 percent of 6th graders, 73.3 percent of 8th graders, and 57.6 percent of 11th graders answering positively to all questions related to family involvement and support.

School Support

FIGURE 41B — PERCENT OF STUDENTS WHO FEEL THEY HAVE SUPPORTIVE STAFF AND STUDENTS AT SCHOOL 1999, 2002, AND 2005

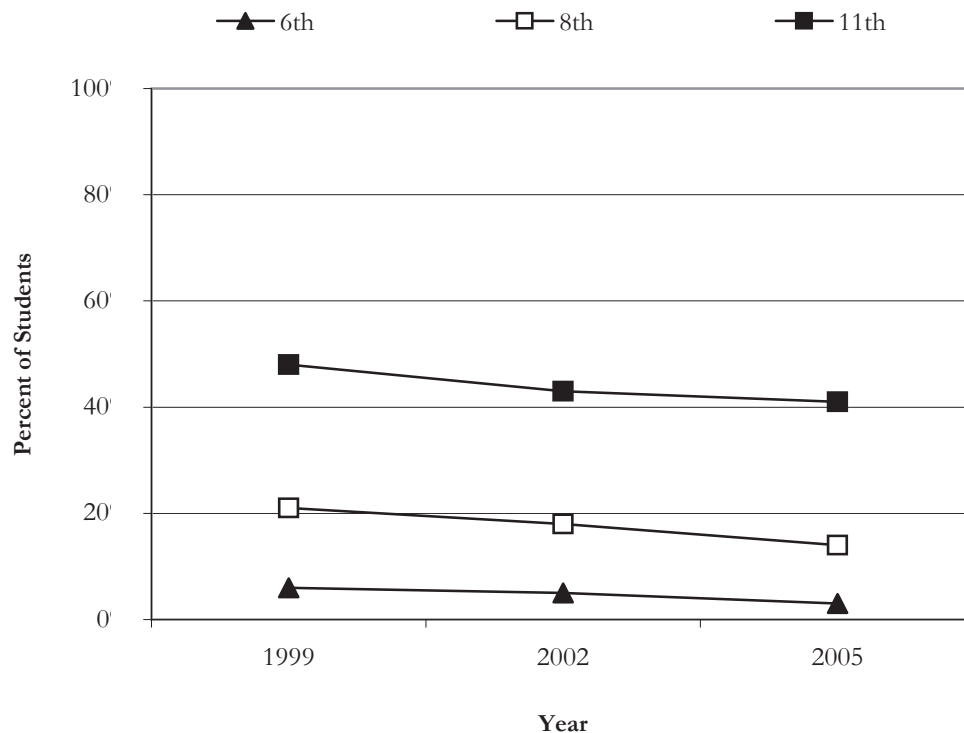


Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, and 2005.

- The Iowa Youth Survey is a voluntary survey given every three years to 6th, 8th, and 11th graders in the state of Iowa. It covers topics such as substance use, safety, and other youth perceptions and attitudes. For more information about the Iowa Youth Survey, please see <http://www.iowayouthsurvey.org>. The school staff/student support construct is made up of six questions.
- The percent of 6th, 8th, and 11th graders who answered positively to each item in the staff and student support section increased slightly within each grade-level from 1999 to 2005. In 1999, 59.8 percent of 6th graders, 35.4 percent of 8th graders, and 21.5 percent of 11th graders answered positively to all questions related to school staff and student support. By 2005, 61.8 percent of 6th graders, 40.0 percent of 8th graders, and 30.0 percent of 11th graders answered positively.

One Drink

**FIGURE 42B — PERCENT OF STUDENTS WHO HAD AT LEAST ONE FULL DRINK OF ALCOHOL IN THE PAST 30 DAYS
1999, 2002, AND 2005**

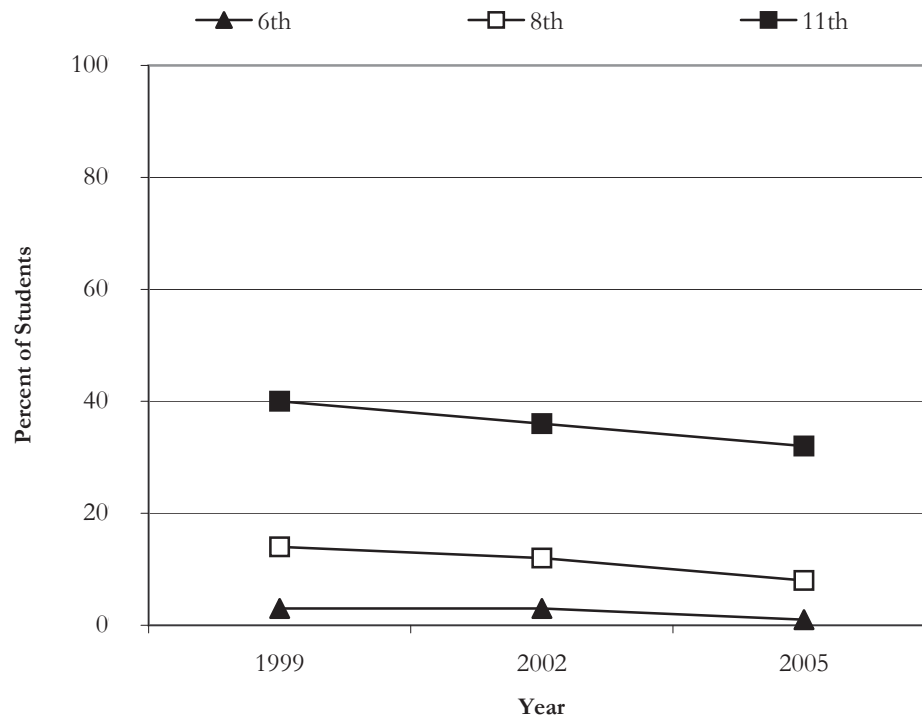


Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, and 2005.

- The Iowa Youth Survey is a voluntary survey given every three years to 6th, 8th, and 11th graders in the state of Iowa. It covers topics such as substance use, safety, and other youth perceptions and attitudes. For more information about the Iowa Youth Survey, please see <http://www.iowayouthsurvey.org>.
- The percent of 6th, 8th, and 11th graders who reported they had at least one full drink of alcohol in the 30 days preceding the administration of the Iowa Youth Survey decreased from 1999 to 2005. In 1999, 6.0 percent of 6th graders, 21.0 percent of 8th graders, and 48.0 percent of 11th graders reported they had drunk alcohol in the past 30 days. By 2005, this decreased to 3.0 percent of 6th graders, 14.0 percent of 8th graders, and 41.0 percent of 11th graders reporting they drank in the past 30 days.

Five Drinks

FIGURE 43B — PERCENT OF STUDENTS WHO HAD FIVE OR MORE FULL DRINKS OF ALCOHOL IN A ROW IN THE PAST 30 DAYS 1999, 2002, AND 2005

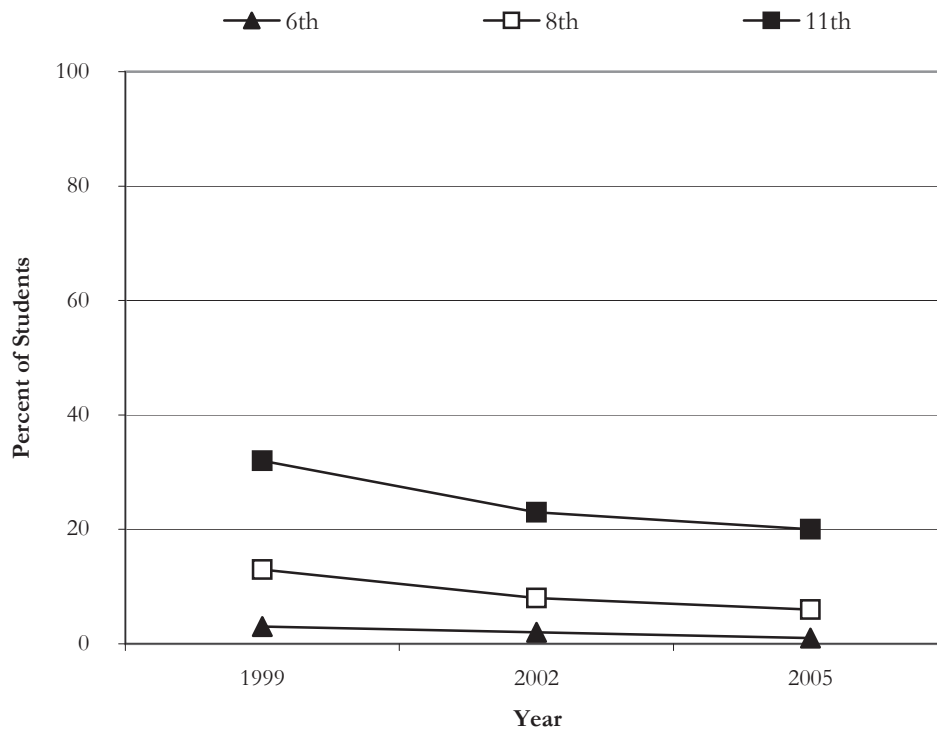


Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, and 2005.

- The Iowa Youth Survey is a voluntary survey given every three years to 6th, 8th, and 11th graders in the state of Iowa. It covers topics such as substance use, safety, and other youth perceptions and attitudes. For more information about the Iowa Youth Survey, please see <http://www.iowayouthsurvey.org>.
- The percent of 6th, 8th, and 11th graders who reported they had five or more full drinks of alcohol in a row in the 30 days preceding the administration of the Iowa Youth Survey decreased from 1999 to 2005. In 1999, 3.0 percent of 6th graders, 14.0 percent of 8th graders, and 40.0 percent of 11th graders reported they had five or more drinks in a row. By 2005, this decreased to 1.0 percent of 6th graders, 8.0 percent of 8th graders, and 32.0 percent of 11th graders reporting they had five or more drinks in a row in the past 30 days.

Tobacco Use

**FIGURE 44B — PERCENT OF STUDENTS WHO SMOKED AT LEAST ONE CIGARETTE IN THE PAST 30 DAYS
1999, 2002, AND 2005**



Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, and 2005.

- The Iowa Youth Survey is a voluntary survey given every three years to 6th, 8th, and 11th graders in the state of Iowa. It covers topics such as substance use, safety, and other youth perceptions and attitudes. For more information about the Iowa Youth Survey, please see <http://www.iowayouthsurvey.org>.
- The percent of 6th, 8th, and 11th graders who reported they had smoked at least one cigarette in the 30 days preceding the administration of the Iowa Youth Survey decreased from 1999 to 2005. In 1999, 3.0 percent of 6th graders, 13.0 percent of 8th graders, and 32.0 percent of 11th graders reported they smoked a cigarette in the past 30 days. By 2005, this decreased to 1.0 percent of 6th graders, 6.0 percent of 8th graders, and 20.0 percent of 11th graders reporting they smoked a cigarette in the past 30 days.

INTRODUCTION TO GRADES PK-12

Information in the Introduction to Grades PK-12 section of the *2008 Condition of Education* includes data on student enrollment, demographics, staff, education programs, student performance and school finance. In 2004, all public school districts started submitting student level data to the Iowa Department of Education through Project EASIER (Electronic Access System for Iowa Education Records). Project EASIER includes data on student demographics, program participation, student discipline and performance indicator information. The majority of data in this section is for the 2007-2008 school year. Data presented for previous years was the most current at the time of publication.

In 2007-2008, there were 364 public school districts and 184 nonpublic schools serving 514,747 students. This is the eleventh consecutive year of declining enrollments. Over this time period, enrollments have dropped 6 percent. The student enrollment section also provides the following information:

- Public enrollment continues to decline in future years. Current estimates project a slight increase in public enrollment in the 2012-2013 school year.
- Enrollment in nonpublic schools is also projected to decrease through the 2012-2013 school year.
- The overall percentage of minority students increased to 14.4 percent of public and nonpublic K-12 enrollments.
- The number of students in special education declined for the third consecutive year (-2.4 percent) in 2007-2008.
- There were 364 school districts in 2007-2008 and 14.6 percent has less than 300 students.

In 2007-2008, the average full-time teacher total salary which includes extra duty for extra pay was \$46,626. The staff section also includes:

- The average full-time teacher regular salary was \$45,463 which does not include extra duty for extra pay was \$45,463. This was a 5.9 percent increase from the previous year.
- The percent of public school teachers with an advanced degree was 27.9 percent in 2007-2008.
- Districts with the largest enrollment category, 7,500 students or more, had the highest percent of teachers with advanced degrees (38 percent) and the high percent of minority (4.1 percent).
- Districts with the largest enrollment category, 7,500 students or more, also have the highest average total salary of \$49,881 in 2007-2008.
- The average total salary for full-time public principals was \$80,673 in 2007-2008 an increase of 3.7 percent from the previous year. The average total superintendent salary was \$106,161 in 2007-2008 an increase of 4.1 percent from the previous year.
- The average number of teaching assignments for public school grades 9-12 teachers in districts with the smallest enrollment category, less than 300 students, was 3.5 compare to an average of 2.1 assignments for teachers in the largest enrollment category, 7,500 students or more.

- The pupil teacher ratio for Iowa public school was 13.7:1 in 2007-2008.
- The pupil teacher ratio was the smallest for districts with fewer students, 9.9:1 for the enrollment category of less than 300 students compared to 14.2:1 for districts with 2,500 or more students.

In 2007-2008, 357 districts (98.1 percent) offered all-day every-day kindergarten. Other data in the program section includes:

- In 2007-2008, 76.6 percent of districts offered preschool programs. The number of districts increased 8.7 percent from the previous year.
- An increase in graduation requirements in mathematics and science was shown in 2007-2008.
- In 2010-2011, all districts in Iowa will required a minimum of three Carnegie units of mathematics and science for graduation.

The Student Performance chapter includes indicators of student success. Indicators include:

- For the 2006-2008 biennium, 78.9 percent of 4th graders were proficient on ITBS for reading comprehension and 80.5 were proficient on ITBS mathematics.
- For the 2006-2008 biennium, 72.5 percent of 8th graders were proficient on ITBS for reading comprehension and 75.9 were proficient on ITBS mathematics.
- For the 2006-2008 biennium, 76.8 percent of 11th graders were proficient on ITED for reading comprehension and 78.0 were proficient on ITED mathematics.
- The 2007-2008 graduation rate decreased slightly to 90.5 percent from the previous year.
- The average ACT score for Iowa students rose 0.1 standard score point in 2007-2008, for an average composite score of 22.4. Iowa ranks second in the nation for states with 50 percent or more seniors taking ACT exams.
- The number of students taking Advance Placement exams continued to increase in 2007-2008. The number of Advance Placement exams also increased in 2007-2008 from the previous year.

The Finance section includes data on public school district expenditures and revenues. The total Iowa elementary and secondary school district budget was estimated at \$4,456 billion in 2008-2009. The Finance section also includes:

- Instruction expenditures accounted for 69.1 percent of general fund expenditures in 2006-2007.
- Salary and benefit object category expenditures account for 80.8 percent of general fund expenditures and purchase services accounted for 10.8 percent in 2006-2007.
- Total state aid accounted for 54.8 percent of school district general fund revenue in 2006-2007. Local taxes accounted for 54.8 percent of school district general fund revenue in 2006-2007.
- In 2007-2008, 360 districts (98.6 percent) levied for the management levy.

Education data by district, including enrollment, free or reduced priced lunch, dropouts, graduates and licensed staff are available at the Iowa Department of Education website at <http://www.iowa.gov/education/content/view/346/299/>

ENROLLMENT

This section highlights public and nonpublic enrollment trends in the state by district size, area education agencies, and county. The majority of data presented in this section are from the Basic Educational Data Survey (BEDS), certified enrollment, the National Center for Education Statistics (NCES), and special education records.

Certified enrollment is the annual report of counts of all resident students enrolled on October 1 (or the first week day following). These counts are used for the Iowa School Finance Formula calculation, including supplemental weighting for shared programs, English as a Second Language, nonpublic shared time, open enrollment, home school assistance, and dual enrollment. Enrollment data by grade, gender, and race/ethnicity is collected from the BEDS each fall. Each table and graph identifies the source of the numbers presented.

Enrollment Trends in Iowa

Enrollment in 2007-2008 marked the 10th successive year of decline in the state (Table 1). Since its peak in 1972-1973, enrollment in Iowa's schools has decreased by nearly 30 percent (-27.6 percent). The decline in enrollment has been shared between public and nonpublic schools. Public school enrollment declined by 5 percent in the 10-year span of 1997-1998 to 2007-2008. In nonpublic schools, enrollment decreased by more than one-fifth (-21.3 percent) over that period.

Table 1

IOWA'S PUBLIC AND NONPUBLIC SCHOOL K-12 ENROLLMENTS 1972-1973, 1987-1988, 1992-1993, AND 1997-1998 TO 2007-2008				
Year	Public	Nonpublic	Total Enrollment	Percent Change from Previous Year
1972-1973	645,000	66,000	711,000	n/a
1987-1988	478,859	47,228	526,087	n/a
1992-1993	495,342	45,229	540,571	n/a
1997-1998	505,130	43,417	548,547	n/a
1998-1999	502,534	42,758	545,292	-0.6%
1999-2000	498,607	42,280	540,887	-0.8
2000-2001	494,291	41,064	535,355	-1.0
2001-2002	489,523	39,881	529,404	-1.1
2002-2003	487,021	38,998	526,019	-0.6
2003-2004	485,011	37,243	522,254	-0.7
2004-2005	483,335	36,161	519,496	-0.5
2005-2006	483,105	35,250	518,355	-0.2
2006-2007	482,584	34,278	516,862	-0.3
2007-2008	480,609	34,138	514,747	-0.4

Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment files (public), and Bureau of Planning, Research, Development and Evaluation, Basic Educational Data Survey, enrollment files (nonpublic).

Projected Enrollment

Enrollment projections are based upon trends observed in the number of students moving from grade to grade. The trend, calculated as an average cohort survival ratio, was used to estimate enrollments for 1st through 12th grade. Kindergarten enrollments were estimated from an average ratio of kindergarten enrollments to cohorts born five years prior.

The projected enrollment of approximately 516,000 for the state in 2012-2013 would reflect growth. Based on the most recent enrollment projections, there will be a 0.7 percent increase in public school enrollment over the next five years (Table 2), but a 6.7 percent decrease in nonpublic enrollment (Table 3 and Figure 1).

Table 2

IOWA'S PUBLIC K-12 ENROLLMENTS 2006-2007 TO 2007-2008 AND PROJECTED ENROLLMENTS 2008-2009 TO 2012-2013 BY GRADE									
Grade	Enrollment			Projected Enrollment				Percent Change	
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2006-2007 to 2007-2008	2007-2008 to 2012-2013
K	37,592	37,819	38,037	38,678	39,790	39,371	39,055	0.6%	3.3%
1	34,981	34,874	34,830	35,126	35,750	36,833	36,425	-0.3	4.4
2	34,698	34,855	35,105	35,061	35,359	35,987	37,077	0.5	6.4
3	34,540	34,709	35,161	35,413	35,369	35,670	36,303	0.5	4.6
4	34,245	34,590	34,995	35,451	35,705	35,660	35,964	1.0	4.0
5	34,329	34,421	34,909	35,318	35,778	36,034	35,989	0.3	4.6
6	34,576	34,557	34,842	35,336	35,750	36,216	36,475	-0.1	5.6
7	35,971	35,152	35,367	35,658	36,164	36,588	37,065	-2.3	5.4
8	37,031	36,040	35,357	35,573	35,866	36,375	36,801	-2.7	2.1
9	40,126	38,992	38,288	37,563	37,792	38,104	38,644	-2.8	-0.9
10	39,556	39,306	37,967	37,281	36,575	36,798	37,102	-0.6	-5.6
11	38,774	38,199	38,002	36,708	36,045	35,362	35,578	-1.5	-6.9
12	38,448	39,114	38,306	38,108	36,811	36,146	35,461	1.7	-9.3
Other*	7,717	7,981	7,774	7,305	6,855	6,414	5,974	3.4	-25.1
State	482,584	480,609	478,940	478,579	479,609	481,558	483,913	-0.4	0.7

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation, Basic Educational Data Survey, enrollment files and public school enrollment projections, Division of School Support and Information, certified enrollment files.

Note: *Other includes special education students not associated with a given grade level and full-time equivalent (FTE) of tuitioned-out resident public students to a community college [and FTE of share-time students attending nonpublic schools located within a public school district enrolled for instructional services]. This is NOT a count of the number of special education students in the state.

Table 3

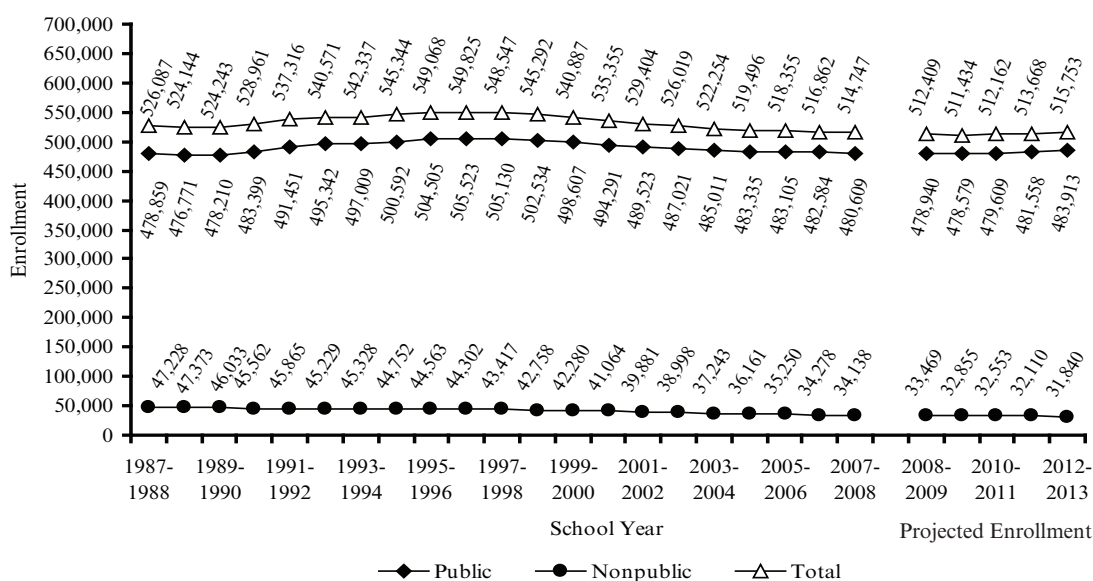
IOWA'S NONPUBLIC K-12 ENROLLMENTS 2006-2007 TO 2007-2008 AND PROJECTED ENROLLMENTS 2008-2009 TO 2012-2013 BY GRADE

Grade	Enrollment		Projected Enrollment					Percent Change	
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2006-2007 to 2007-2008	2007-2008 to 2012-2013
K	3,116	3,169	3,239	3,296	3,396	3,299	3,310	1.7%	4.4%
1	3,156	3,097	3,096	3,164	3,220	3,317	3,222	-1.9	4.0
2	3,063	3,162	3,028	3,027	3,094	3,149	3,244	3.2	2.6
3	3,048	3,047	3,053	2,923	2,922	2,986	3,040	0.0	-0.2
4	3,053	3,035	2,948	2,953	2,828	2,827	2,889	-0.6	-4.8
5	3,079	3,015	2,937	2,853	2,858	2,737	2,736	-2.1	-9.3
6	2,801	2,957	2,797	2,725	2,647	2,651	2,539	5.6	-14.1
7	2,477	2,499	2,424	2,293	2,234	2,170	2,174	0.9	-13.0
8	2,452	2,468	2,413	2,340	2,214	2,156	2,095	0.7	-15.1
9	1,853	1,998	1,852	1,811	1,756	1,661	1,618	7.8	-19.0
10	1,922	1,848	1,945	1,803	1,763	1,710	1,618	-3.9	-12.4
11	1,848	1,971	1,803	1,897	1,759	1,719	1,668	6.7	-15.4
12	1,818	1,872	1,935	1,770	1,863	1,727	1,688	3.0	-9.8
State	33,686	34,138	33,469	32,855	32,553	32,110	31,841	1.3	-6.7

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation, Basic Educational Data Survey, enrollment files and public school enrollment projections.

Figure 1

IOWA'S PUBLIC AND NONPUBLIC SCHOOL K-12 ENROLLMENTS 1987-1988 TO 2007-2008 AND PROJECTED ENROLLMENTS 2008-2009 TO 2012-2013

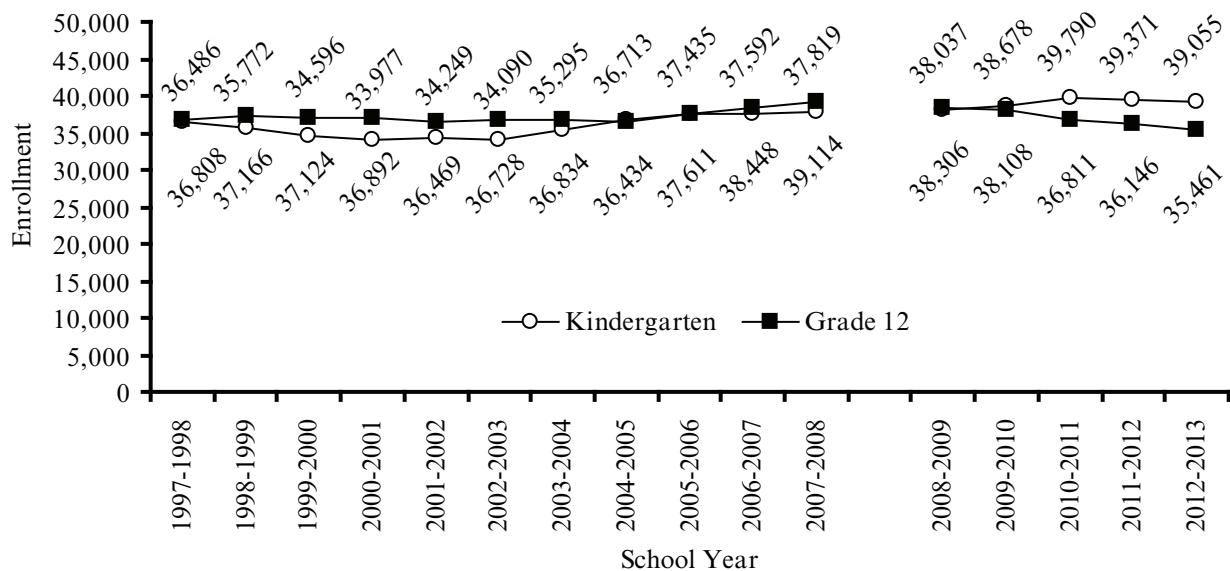


Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation, Basic Educational Data Survey, Enrollment files and Public School Enrollment Projections, Division of School Support and Information, Certified Enrollment files.

It is anticipated that incoming kindergarten students will outnumber graduating seniors for four of the next five years in public schools, contributing to the projected slight enrollment increase (Figure 2). While seniors outnumbered incoming kindergartners by 1,295 in the 2007-2008 school year, kindergarten students are expected to outnumber seniors by more than 3,500 in the 2012-2013 school year.

Figure 2

**IOWA'S PUBLIC SCHOOL KINDERGARTEN AND GRADE 12 ENROLLMENTS
1997-1998 TO 2007-2008 AND PROJECTED ENROLLMENTS
2008-2009 TO 2012-2013**



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Enrollment files and Public School Enrollment Projections, Division of School Support and Information, Certified Enrollment files.

Enrollment by Race and Ethnicity

While total enrollment in Iowa's schools has been steadily declining through the past 10 years, enrollment of minority students has been increasing. In the 2007-2008 school year there were more than 72,000 minority students enrolled in the state's schools reflecting an increase of more than 78 percent since 1997-1998 (Tables 4 and 5). As of 2007-2008, minority students constituted 14.4 percent of all K-12 students in the state (Figure 3). The state's public schools have experienced an 81 percent increase in minority students in the past 10 years where they now account for nearly 15 percent of the student body. In nonpublic schools, minority students continue to account for less than 10 percent of K-12 enrollment.

Table 4

**IOWA'S PUBLIC K-12 ENROLLMENTS BY RACE/ETHNICITY
1997-1998, 2006-2007, AND 2007-2008**

Race/Ethnicity	1997-1998		2006-2007		2007-2008		Percent Change	
	N	%	N	%	N	%	2006-2007 to 2007-2008	1997-1998 to 2007-2008
All Minority	38,769	8.0	66,563	14.0	70,012	14.8	5.2%	80.6%
African American	16,253	3.4	25,117	5.3	26,680	5.6	6.2	64.2
American Indian	2,307	0.5	2,800	0.6	2,905	0.6	3.8	25.9
Asian	7,855	1.6	9,425	2.0	9,866	2.1	4.7	25.6
Hispanic	12,354	2.6	29,221	6.2	30,561	6.5	4.6	147.4
White	443,380	92.0	408,304	86.0	402,616	85.2	-1.4	-9.2
Total	482,149	100.0	474,867	100.0	472,628	100.0	-0.5	-2.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation, Basic Educational Data Survey, Enrollment files, and public school enrollment projections.

Note: The data for 1997-1998 does not include the ungraded special education students.

Table 5

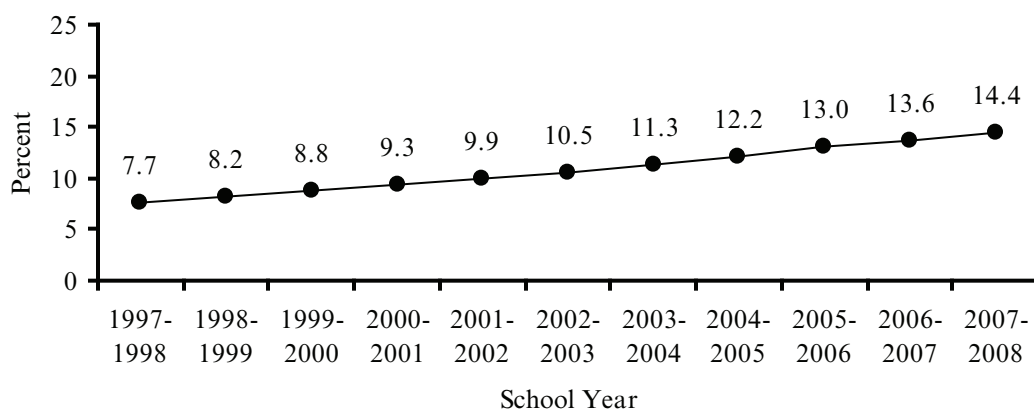
**IOWA'S NONPUBLIC K-12 ENROLLMENTS BY RACE/ETHNICITY
1997-1998, 2006-2007, AND 2007-2008**

Race/Ethnicity	1997-1998		2006-2007		2007-2008		Percent Change	
	N	%	N	%	N	%	2006-2007 to 2007-2008	1997-1998 to 2007-2008
All Minority	1,727	4.0	2,076	6.9	2,214	7.4	6.6%	28.2 %
African American	475	1.1	489	1.6	529	1.8	8.2	11.4
American Indian	80	0.2	61	0.2	47	0.2	-23.0	-41.3
Asian	466	1.1	597	2.0	612	2.0	2.5	31.3
Hispanic	706	1.6	929	3.1	1,026	3.4	10.4	45.3
White	41,690	96.0	28,128	93.1	27,792	92.6	-1.2	-33.3
Total	43,417	100.0	30,204	100.0	30,006	100.0	-0.7	-30.9

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation, Basic Educational Data Survey, Enrollment files.

Figure 3

**IOWA'S PUBLIC AND NONPUBLIC MINORITY ENROLLMENT AS A PERCENTAGE OF
TOTAL K-12 ENROLLMENT 1997-1998 TO 2007-2008**

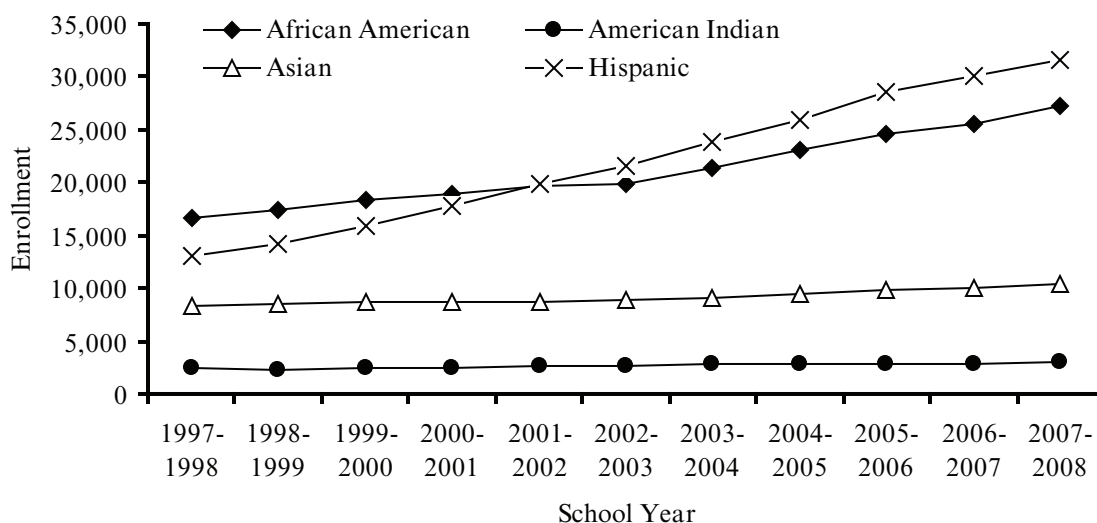


Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation, Basic Educational Data Survey, Enrollment files.

As with the state's population in general, Hispanic students are the largest and fastest growing segment of minority enrollment (Figure 4). The number of Hispanic students in Iowa's public school system has increased by nearly 150 percent in the past 10 years. Percentage increases for African Americans, American Indians, and Asians over the same period were 64, 26, and 26, respectively. At the same time, the white student counts in public schools decreased by 9 percent. Although in smaller numbers, the pattern in nonpublic schools has been comparable.

Figure 4

**IOWA'S PUBLIC AND NONPUBLIC SCHOOL MINORITY STUDENT
K-12 ENROLLMENT BY RACE/ETHNICITY 1997-1998 TO 2007-2008**



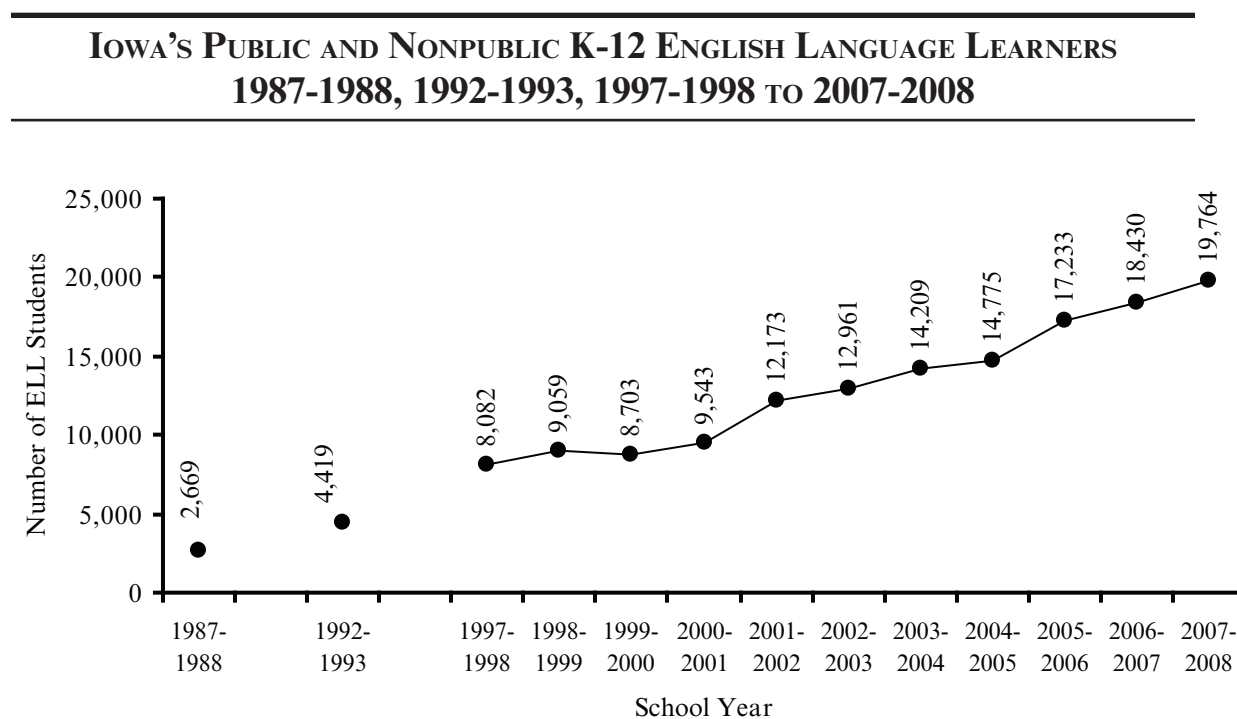
Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation, Basic Educational Data Survey, Enrollment files.

Enrollment of English Language Learners

As may be expected with the increase of Hispanic and other minority enrollments, the number of English Language Learners (ELL) students has also risen in recent years (Figure 5). The nearly 20,000 ELL students in the 2007-2008 school year was more than double the number reported 10 years earlier. With a count of more than 14,600, three of every four English language learner students identified their primary language as Spanish (Table 6). Bosnian and Vietnamese were the only other primary languages identified by more than 500 students.

A student is defined by the *Iowa Code* as a Limited English Proficient (LEP) now known as English Language Learner when his/her “language background is in a language other than English, and the student’s proficiency in English is such that the probability of the student’s academic success in an English-only classroom is below that of an academically successful peer with an English language background.”

Figure 5



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation, Basic Educational Data Survey, English Language Learners Student files.

Table 6

**IOWA'S PUBLIC AND NONPUBLIC K-12 ENGLISH LANGUAGE LEARNERS'
PRIMARY LANGUAGE 1997-1998, 2006-2007 AND 2007-2008**

Language	1997-1998	2006-2007	2007-2008	Percent 2007-2008	Cumulative Percent 2007-2008
Spanish	4,885	13,793	14,666	74.2%	74.2%
Vietnamese	776	736	808	4.1	82.4
Bosnian	696	841	804	4.1	78.3
Laotian; Pha Xa Lao	438	456	456	2.3	84.7
Arabic	44	273	317	1.6	86.3
Chinese; Zhongwen	112	214	248	1.3	87.5
Russian	---	190	211	1.1	88.6
Serbian; Srpski	---	193	142	0.7	89.3
Korean; Choson-O	93	118	140	0.7	90.0
Nuer	114	122	139	0.7	90.7
Marshallese	---	78	103	0.5	91.2
German	212	94	87	0.4	91.7
Swahili	---	53	76	0.4	92.1
Dinka	---	46	74	0.4	92.4
Somali	---	66	73	0.4	92.8
Germanic (Other)	---	---	71	0.4	93.2
French	20	55	66	0.3	93.5
Ukrainian	---	61	57	0.3	93.8
Tagalog	---	47	54	0.3	94.1
Sundanese	---	50	52	0.3	94.3
Hmong	94	61	---	0.0	94.3
Cambodian; Khmer	108	---	---	0.0	94.3
Thai; Thai Dam	65	---	---	0.0	94.3
Other	425	883	1,120	5.7	100.0
Total	8,082	18,430	19,764	100.0	---

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation, Basic Educational Data Survey, ELL files.

Note: Table reflects only those languages identified by 50 or more students in a given year.

School districts are eligible for funding for ELL students for three years. The formula used to determine this funding weights all eligible ELL students at 0.22. Because funding is tied to the weighted count of ELL students, it is often the most accurate reflection of current trends at the district level. In 2007-2008, Iowa reported a weighted ELL enrollment of 14,038 (Table 7). Although nearly half of this enrollment was in districts with 7,500 or more students, districts in all size categories have reported sizeable increases since 1997-1998.

Table 7

**IOWA'S PUBLIC SCHOOL K-12 WEIGHTED ENGLISH LANGUAGE LEARNERS BY
ENROLLMENT SIZE 1997-1998, 2006-2007, AND 2007-2008**

Enrollment Category	Weighted ELL Enrollment			Certified Enrollment			Percent Change			
	1997- 1998	2006- 2007	2007- 2008	1997- 1998	2006- 2007	2007- 2008	Weighted ELL Enrollment 2006-2007 to 2007-2008	1997-1998 to 2007-2008	Certified Enrollment 2006-2007 to 2007-2008	1997-1998 to 2007-2008
<300	21	66	55	7,550	11,258	11,486	-16.7%	161.9%	2.0%	52.1%
300-599	148	398	433	49,836	49,444	50,677	8.8	192.6	2.5	1.7
600-999	502	864	827	84,801	69,644	65,577	-4.3	64.7	-5.8	-22.7
1,000-2,499	1,243	3,002	3,164	130,208	123,912	120,846	5.4	154.5	-2.5	-7.2
2,500-7,499	835	2,701	3,022	99,314	97,679	93,873	11.9	261.9	-3.9	-5.5
7,500+	3,167	6,043	6,537	133,421	130,647	138,149	8.2	106.4	5.7	3.5
State	5,916	13,074	14,038	505,130	482,584	480,608	7.4	137.3	-0.4	-4.9

Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment files.

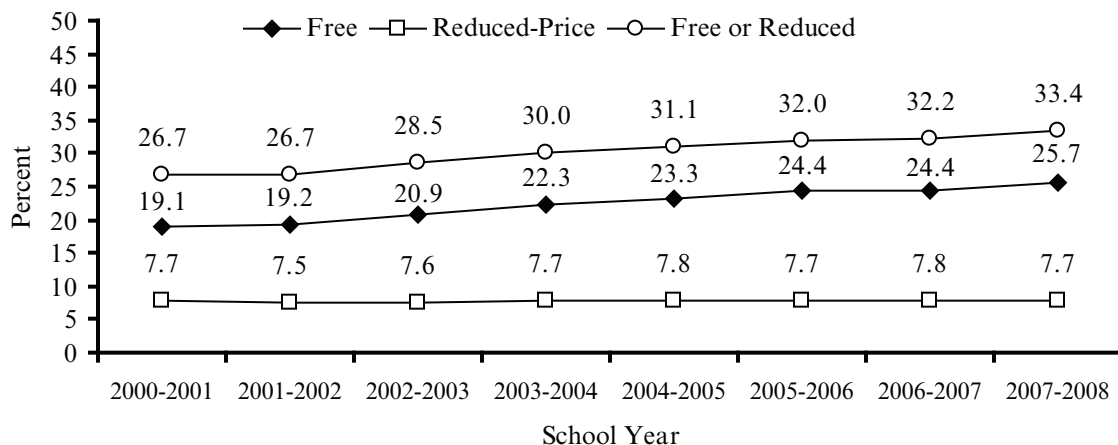
Free or Reduced Price School Meals

According to the National School Lunch Program, children from families with incomes at or below 130 percent of the poverty level are eligible for free meals, those with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals. While the percentage of students eligible for free meals has steadily increased through recent years, the percentage of students eligible for reduced-price meals has remained just below 8 percent (Figure 6).

While the largest districts (7,500+) consistently reported the largest percentage of students eligible for free meals from 2002-2003 to 2007-2008, the smallest districts (less than 300 and 300-599) had the greatest percentage of students eligible for reduced-price meals (Table 8).

Figure 6

**PERCENT OF IOWA'S PUBLIC SCHOOL STUDENTS ELIGIBLE FOR FREE AND
REDUCED-PRICE SCHOOL MEALS 2000-2001 TO 2007-2008**



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation, Basic Educational Data Survey, student files and Division of School Support and Information, Certified Enrollment files.

Table 8

**PERCENT OF PK-12 STUDENTS ELIGIBLE FOR FREE AND REDUCED-PRICE MEALS
2002-2003, 2006-2007, AND 2007-2008**

Enrollment Category	Percent Eligible for Free Meals			Percent Eligible for Reduced-Price Meals		
	2002-2003	2006-2007	2007-2008	2002-2003	2006-2007	2007-2008
<300	23.0%	26.5%	26.9%	12.0%	12.1%	11.4%
300-599	17.9	20.4	20.5	9.2	9.3	9.0
600-999	16.7	19.0	19.5	7.8	8.2	8.0
1,000-2,499	18.8	22.5	22.8	7.6	7.9	8.0
2,500-7,499	17.1	20.0	22.0	5.2	5.8	6.2
7,500+	29.2	33.9	35.7	8.5	7.9	7.7
State	19.2	24.4	24.4	7.5	7.7	7.8

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation, Basic Educational Data Survey, student files and Division of School Support and Information, Certified Enrollment files.

Special Education Enrollment

As defined by *Iowa Code* (256.2), those requiring special education include “Persons under 21 years of age, including children under five years of age, who have a disability in obtaining an education because of a head injury, autism, behavioral disorder, or physical, mental, communication, or learning disability, as defined by the rules of the department of education.”

While the number of special education students steadily increased from 1997-1998 to 2004-2005, more recent years have seen slight decreases (Table 9). Despite these recent numerical declines, special education students continue to account for approximately 13 percent of total enrollment.

Table 9

IOWA'S PUBLIC SCHOOL SPECIAL EDUCATION ENROLLMENT 1987-1988, 1992-1993, 1997-1998 TO 2007-2008					
School Year	Certified Enrollment	Special Education Enrollment	As Percent of Certified Enrollment	Certified Enrollment	Annual Percent Change Special Education Enrollment
1987-1988	478,859	42,625	8.9%	n/a	n/a
1992-1993	495,342	49,848	10.1	n/a	n/a
1997-1998	505,130	59,711	11.8	n/a	n/a
1998-1999	502,534	61,079	12.2	-0.5%	2.3%
1999-2000	498,607	62,536	12.5	-0.8	2.4
2000-2001	494,291	63,392	12.8	-0.9	1.4
2001-2002	489,523	64,044	13.1	-1.0	1.0
2002-2003	487,021	64,700	13.3	-0.5	1.0
2003-2004	485,011	65,027	13.4	-0.4	0.5
2004-2005	483,335	65,065	13.5	-0.3	0.1
2005-2006	483,105	64,350	13.3	0.0	-1.1
2006-2007	482,584	63,411	13.1	-0.1	-1.5
2007-2008	480,609	61,859	12.9	-0.4	-2.4

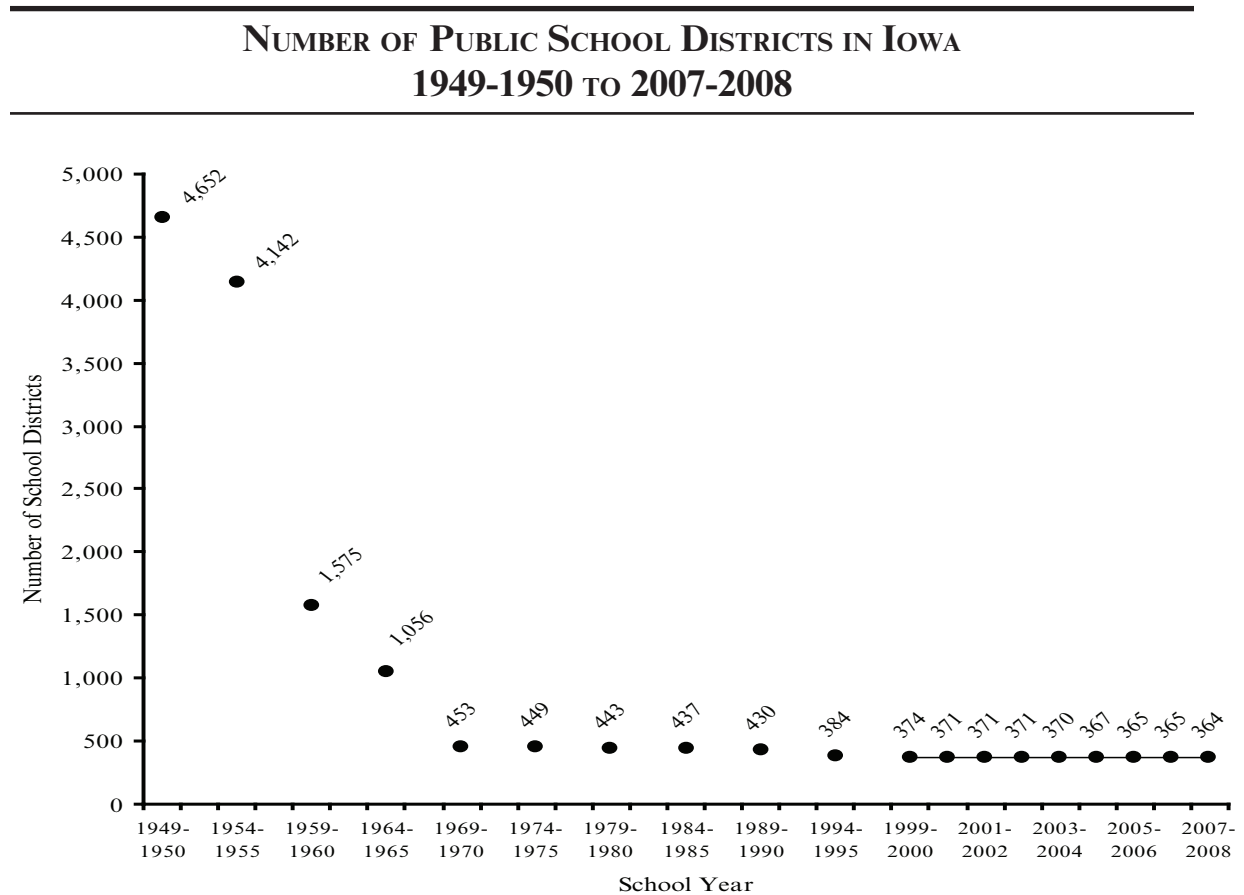
Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment files and Division of PK-12 Education Programs, Bureau of Student and Family Support Services, December 1 Special Education files.

Iowa's School Districts

The number of school districts in Iowa has remained relatively stable over recent years with a count of 364 in 2007-2008 (Figure 7). The 2007-2008 count marks a 3.4 percent decline from the 1997-1998 count of 377.

Districts by Size

Four of every five districts in the state (45.1 percent) reported enrollments of less than 600 in 2007-2008; these districts served 12.9 percent of the state's public school students (Table 10). The mirror of that trend was found among the larger districts (2,500 to 7,499 and 7,500 +) where 9 percent of the districts served nearly half (48.2 percent) of the state's public school students. These proportions have remained relatively unchanged since the mid-1980s. In 2007-2008, 53 districts had enrollments less than 300 and five of the 53 districts had an enrollment below 100.

Figure 7

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation, Basic Educational Data Survey, address files and historical archives.

Note: Prior to July 1, 1966, Iowa allowed schools to operate as non-K-12 school districts..

Table 10

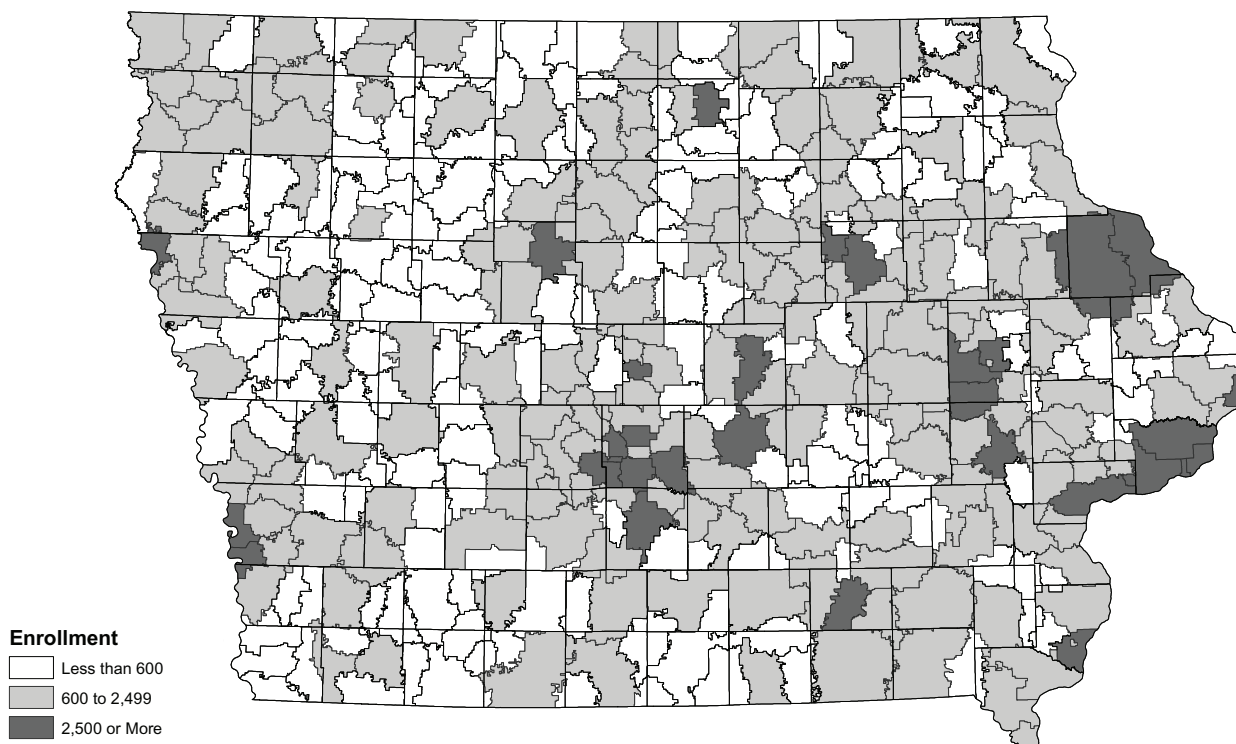
Enrollment Category	1997-1998				2006-2007				2007-2008			
	Districts		Students		Districts		Students		Districts		Students	
	N	%	N	%	N	%	N	%	N	%	N	%
<300	34	9.0	7,550	1.5	51	14.0	11,258	2.3	53	14.6	11,486	2.4
300-599	111	29.4	49,836	9.9	109	29.9	49,444	10.2	111	30.5	50,677	10.5
600-999	112	29.7	84,801	16.8	93	25.5	69,644	14.4	88	24.2	65,577	13.6
1,000-2,499	86	22.8	130,208	25.8	81	22.2	123,912	25.7	80	22.0	120,847	25.1
2,500-7,499	25	6.6	99,314	19.7	22	6.0	97,679	20.2	22	6.0	93,873	19.5
7,500+	9	2.4	133,421	26.4	9	2.5	130,647	27.1	10	2.7	138,149	28.7
State	377	100.0	505,130	100.0	365	100.0	482,584	100.0	364	100.0	480,609	100.0

Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment files.

While the distribution of districts by size closely follows the population distribution across the state, it is important to note that there are sizeable districts in the “rural” parts of the state and some smaller districts in the “urban” areas (Figure 8). The “rural/urban” distinction does seem to become a factor in the size of enrollment gains and declines through the past five years (Figure 9). Where it should be noted that districts in all size categories experienced enrollment growth and decreases, districts with the largest numerical and percentage gains in enrollment were housed near the metropolitan areas of Des Moines, Iowa City, and Cedar Rapids. Those districts with the largest decreases (both in percentage and numerical terms) were sprinkled throughout the non-urban portions of the state.

Figure 8

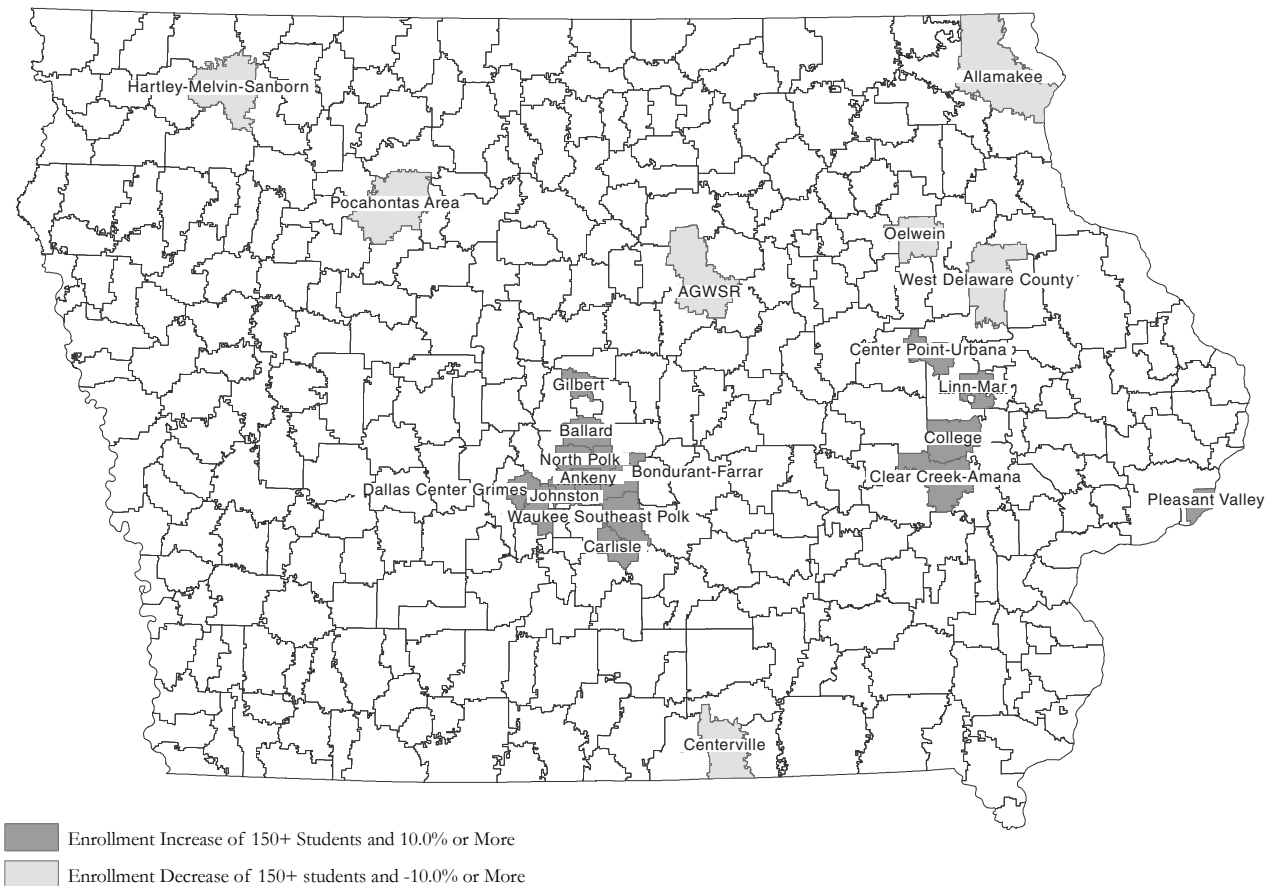
IOWA PUBLIC SCHOOL DISTRICTS BY ENROLLMENT 2007-2008



Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment files.

Figure 9

**IOWA PUBLIC SCHOOL DISTRICTS WITH SELECTED CHANGE IN ENROLLMENT
2002-2003 TO 2007-2008**



Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment files.

District Buildings by Type

On average, public school districts in the state had more than two elementary schools each in 2007-2008 (Table 11). The 356 public high schools in the state were housed in 335 districts. The remaining 29 districts sent their high school students out of the district (Table 12).

Table 11

IOWA'S PUBLIC SCHOOLS BY TYPE
2001-2002, 2006-2007, AND 2007-2008

Type of School	2001-2002		2006-2007		2007-2008	
	Number	Percent	Number	Percent	Number	Percent
High School	367	24.1%	357	23.8%	356	23.6%
Junior High/Middle School	271	17.8	271	18.0	273	18.1
Elementary School	835	54.9	773	51.3	771	51.1
Charter School	0	0.0	8	0.5	7	0.5
Alternative School	38	2.5	73	4.8	70	4.6
Early Childhood Center	n/a	n/a	10	0.7	19	1.3
Other	1.0	0.7	13	0.9	12	0.8
Total	1,521	100.0	1,507	100.0	1,508	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Address file.

Table 12

IOWA'S PUBLIC SCHOOL DISTRICTS WITHOUT A PUBLIC HIGH SCHOOL
1997-1998, 2002-2003, 2006-2007, AND 2007-2008

School Year	Number of Public School Districts	Districts without a Public High School	
		Number	Percent
1997-1998	377	24	6.4%
2002-2003	371	24	6.5
2006-2007	365	25	6.8
2007-2008	364	29	8.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, address file.

Note: The districts without a public high school send high school students to other districts as a part of whole-grade sharing.

There was one less public high school in the state in 2007-2008 than one year previous. Thirteen of the 356 high schools (3.7 percent) reported enrollments of 1,600 or more in 2007-2008 compared to three of every four high schools that had fewer than 400 students enrolled (Table 13). In 2007-2008, 125 of the high schools had enrollments less than 200, the 31 smallest high schools each had enrollments below 100.

Table 13

IOWA'S PUBLIC HIGH SCHOOLS BY ENROLLMENT 2002-2003, 2006-2007, AND 2007-2008					
High School Enrollment	2002-2003	2006-2007	2007-2008	Percent of High Schools	Cumulative Percent of High Schools
<200	137	130	125	36.4%	36.4%
200-399	128	122	124	34.2	70.6
400-599	35	39	43	10.9	81.5
600-799	20	20	19	5.6	87.1
800-999	5	4	3	1.1	88.2
1,000-1,199	8	10	9	2.8	91.0
1,200-1,399	15	9	9	2.5	93.5
1,400-1,599	7	10	11	2.8	96.3
1,600-1,799	7	7	7	2.0	98.3
1,800+	3	6	6	1.7	100.0
Total	365	357	356	100.0	0.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, address files, and historical archives.

Nonpublic schools by type have remained relatively unchanged in recent years with the exception of the first two nonpublic middle schools being reported in the 2006-2007 school year (Table 14).

Table 14

IOWA'S NONPUBLIC SCHOOLS BY TYPE 2001-2002, 2006-2007, AND 2007-2008						
Type of School	2001-2002		2006-2007		2007-2008	
	Number	Percent	Number	Percent	Number	Percent
High School	26	12.4%	27	14.1%	27	14.7%
Elementary School	182	86.7	163	84.9	156	84.7
K-12 School	2	1.0	0	0.0	0	0.0
Middle School	n/a	n/a	2	1.0	1	0.5
Total	210	100.0	192	100.0	184	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, address file.

Open Enrollment

The Open Enrollment Act (*Iowa Code 282.18*) was implemented during the 1989-1990 school year and states: “It is the goal of the general assembly to permit a wide range of educational choices for children enrolled in schools in this state and to maximize ability to use those choices... [To] maximize parental choices and access to educational opportunities that are not available to children because of where they live.”

The number of students taking advantage of this legislation has steadily increased since the act was implemented (Table 15, Figure 10). The 24,882 students that were open enrolled in 2007-2008 were 21 percent greater than five years previous. While all 364 districts reported open enrolled out students, these students as a percentage of districts’ certified enrollment ranged from less than 1 percent in three districts to more than one-third in five others.

Table 15

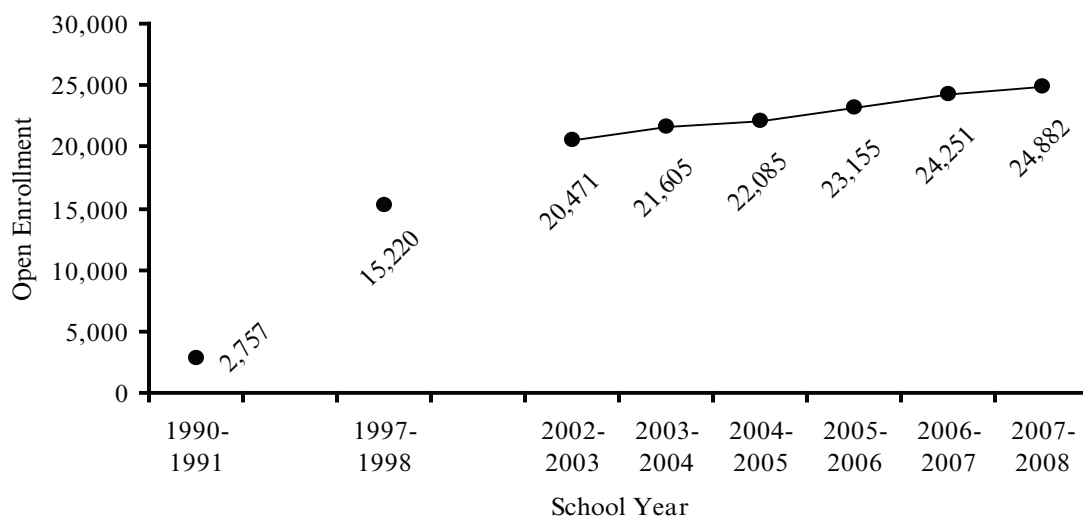
NUMBER OF OPEN ENROLLED K-12 PUBLIC SCHOOL STUDENTS IN IOWA 1990-1991, 1997-1998, AND 2002-2003 TO 2007-2008

School Year	Number of Students Open Enrolled	Total Certified Enrollment	Open Enrolled Students as a Percent of Total Enrollment
1990-1991	2,757	483,399	0.6%
1997-1998	15,220	505,130	3.0
2002-2003	20,471	487,021	4.2
2003-2004	21,605	485,011	4.5
2004-2005	22,085	483,335	4.6
2005-2006	23,155	483,105	4.8
2006-2007	24,251	482,584	5.0
2007-2008	24,882	480,609	5.2

Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment files.

Figure 10

IOWA’S OPEN ENROLLMENT 1990-1991, 1997-1998, 2002-2003 TO 2007-2008



Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment files.

Throughout the duration of the legislation, the impact of open enrollment has differed based on size of school district (Table 16). The largest (7,500+) and the smallest districts (less than 300) in aggregate, have experienced net losses. However, there were no large districts that had more students open enrolled in than out.

Table 16

OPEN ENROLLMENT IN IOWA'S PUBLIC SCHOOLS BY ENROLLMENT SIZE 1997-1998, 2006-2007, AND 2007-2008								
Enrollment Category	Students Open Enrolled-Out		Net Open Enrollment*			2007-2008 Number of Districts with Net Gains/Net Loss		
	N	Percent of Certified Enrollment	1997- 1998	2006- 2007	2007- 2008	Net Gain	Net Loss	Total Districts
<300	1,924	16.8%	-493	-894	-897	14	39	53
300-599	4,445	8.8	81	244	172	50	61	111
600-999	4,343	6.6	-40	160	274	49	39	88
1,000-2,499	5,150	4.3	1,165	2,291	2,165	48	32	80
2,500-7,499	4,370	4.7	534	65	430	12	10	22
7,500+	4,650	3.4	-1,334	-1,963	-2,230	0	10	10

Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment files.

*Net Open Enrollment is the calculated difference between the number of students open enrolled in and the number of students open enrolled out.

Enrollment in Iowa's Area Education Agencies

Total enrollments (public and nonpublic) distribution among Iowa's 10 area education agencies (AEAs) remained relatively unchanged in 2007-2008, with the exception of the merging of AEA 15 and AEA 16. School enrollment in Heartland AEA 11 (central Iowa) continued to account for one-fourth of total enrollment in the state, while Green Valley AEA 14 in the southwest served two percent of the state's school enrollment (Table 17, Figure 11).

Enrollment in Iowa's Counties

Certified enrollment by county in Iowa's public schools is based on the county of residence of the student. As may be expected, the counties that house the state's largest districts reported the greatest enrollments. Black Hawk, Polk, Linn, Scott, and Woodbury reported more than one-third of the state's K-12 public student enrollment (Table 18).

Nonpublic certified enrollment is reported by county of attendance rather than county of residence. While more than one-third of the state's counties do not have an accredited nonpublic school (n = 36), more than one-third of the students enrolled in nonpublic schools attended in three counties (Dubuque, Linn, Polk).

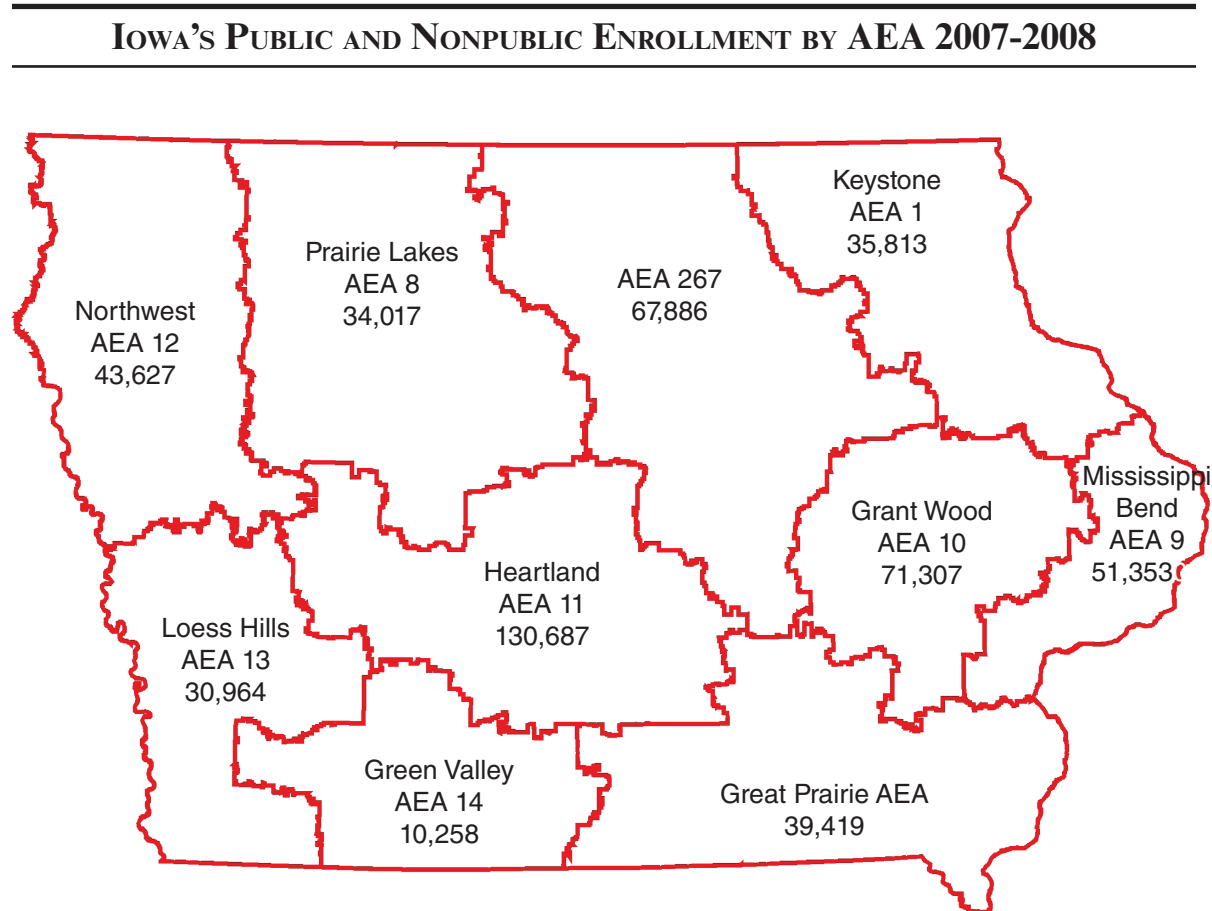
Table 17

IOWA'S PUBLIC AND NONPUBLIC ENROLLMENT BY AEA 2007-2008						
AEA Name	Public		Nonpublic		Total	
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
Keystone AEA 1	30,896	6.4%	4,917	14.2%	35,813	6.9%
Prairie Lakes AEA 8	31,548	6.6	2,469	7.1	34,017	6.6
AEA 267	64,262	13.4	3,624	10.4	67,886	13.2
Mississippi Bend AEA 9	48,420	10.1	2,933	8.4	51,353	10.0
Grant Wood AEA 10	66,315	13.8	4,992	14.4	71,307	13.8
Heartland AEA 11	122,451	25.5	8,236	23.7	130,687	25.4
Northwest AEA 12	38,617	8.0	5,010	14.4	43,627	8.5
Loess Hills AEA 13	29,887	6.2	1,077	3.1	30,964	6.0
Green Valley AEA 14	10,120	2.1	138	0.4	10,258	2.0
Great Prairie AEA	38,093	7.9	1,326	3.8	39,419	7.6
State Total	480,609	100.0	34,722	100.0	515,331	100.0

Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment files.

Note: Totals may not add due to rounding.

Figure 11



Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment files.

Table 18

**IOWA'S PUBLIC AND NONPUBLIC CERTIFIED K-12 ENROLLMENT
BY COUNTY 2007-2008**

County	Certified Enrollment		County	Certified Enrollment	
	Public by Residence	Nonpublic by Attendance		Public by Residence	Nonpublic by Attendance
Adair	1,303.8	n/a	Jasper	6,153.6	126
Adair	1,303.8	n/a	Jefferson	2,098.5	202
Adams	691.9	n/a	Johnson	15,428.4	1,041
Allamakee	2,313.9	118	Jones	3,055.3	195
Appanoose	2,027.8	31	Keokuk	1,872.0	n/a
Audubon	1,101.6	n/a	Kossuth	2,237.8	620
Benton	4,802.5	112	Lee	5,637.3	464
Black Hawk	17,442.0	1,970	Linn	33,770.1	3,384
Boone	4,139.4	195	Louisa	2,434.7	n/a
Bremer	3,854.5	208	Lucas	1,666.6	n/a
Buchanan	3,531.4	211	Lyon	1,924.9	80
Buena Vista	3,445.7	301	Madison	2,918.2	n/a
Butler	2,468.2	n/a	Mahaska	3,560.8	205
Calhoun	1,546.6	n/a	Marion	5,524.7	647
Carroll	2,867.1	1,054	Marshall	7,174.6	219
Cass	2,250.3	n/a	Mills	2,767.8	n/a
Cedar	3,148.3	20	Mitchell	1,745.3	45
Cerro Gordo	6,294.2	618	Monona	1,453.3	n/a
Cherokee	1,952.7	n/a	Monroe	1,313.4	n/a
Chickasaw	2,033.4	178	Montgomery	1,992.6	n/a
Clarke	1,622.3	n/a	Muscatine	8,069.5	151
Clay	2,646.6	206	O'Brien	2,127.7	343
Clayton	2,777.7	120	Osceola	1,108.1	22
Clinton	8,354.1	433	Page	2,451.0	105
Crawford	3,063.9	223	Palo Alto	1,390.3	76
Dallas	10,930.8	851	Plymouth	4,132.8	645
Davis	1,263.4	n/a	Pocahontas	1,236.2	57
Decatur	1,166.4	n/a	Polk	67,577.4	5,336
Delaware	2,946.3	185	Pottawattamie	15,211.4	813
Des Moines	6,490.0	306	Poweshiek	2,840.5	37
Dickinson	2,518.2	n/a	Ringgold	793.2	n/a
Dubuque	13,068.7	3,607	Sac	1,714.9	n/a
Emmet	1,685.0	n/a	Scott	27,049.7	1,945
Fayette	3,484.9	108	Shelby	2,238.0	130
Floyd	2,549.4	167	Sioux	4,296.4	2,249
Franklin	1,811.2	34	Story	10,406.3	200
Fremont	1,344.4	n/a	Tama	3,254.9	n/a
Greene	1,724.0	n/a	Taylor	1,096.1	n/a
Grundy	2,115.8	n/a	Union	1,821.6	126
Guthrie	1,950.6	n/a	Van Buren	1,132.5	n/a
Hamilton	2,744.5	115	Wapello	5,693.6	73
Hancock	1,943.1	24	Warren	8,681.0	n/a
Hardin	2,899.8	51	Washington	3,738.3	109
Harrison	2,908.6	26	Wayne	984.6	n/a
Henry	3,482.5	n/a	Webster	5,465.0	966
Howard	1,416.8	222	Winnebago	1,930.9	n/a
Humboldt	1,491.0	113	Winneshiek	2,834.1	360
Ida	1,259.2	n/a	Woodbury	17,863.2	776
Iowa	2,868.6	151	Worth	1,301.3	n/a
Jackson	3,318.9	387	Wright	2,376.4	n/a
Jasper	6,153.6	126	Total	514,700.8	34,092

Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment files.

National Enrollment

Nationally, public school enrollment in 2005-2006 reflected a growth of nearly 10 percent since 1995-1996 (Table 19). Nevada (55.6 percent), Arizona (47.2 percent), Florida (22.9 percent), and Georgia (21.9 percent) reported the greatest rates of growth over this

Table 19

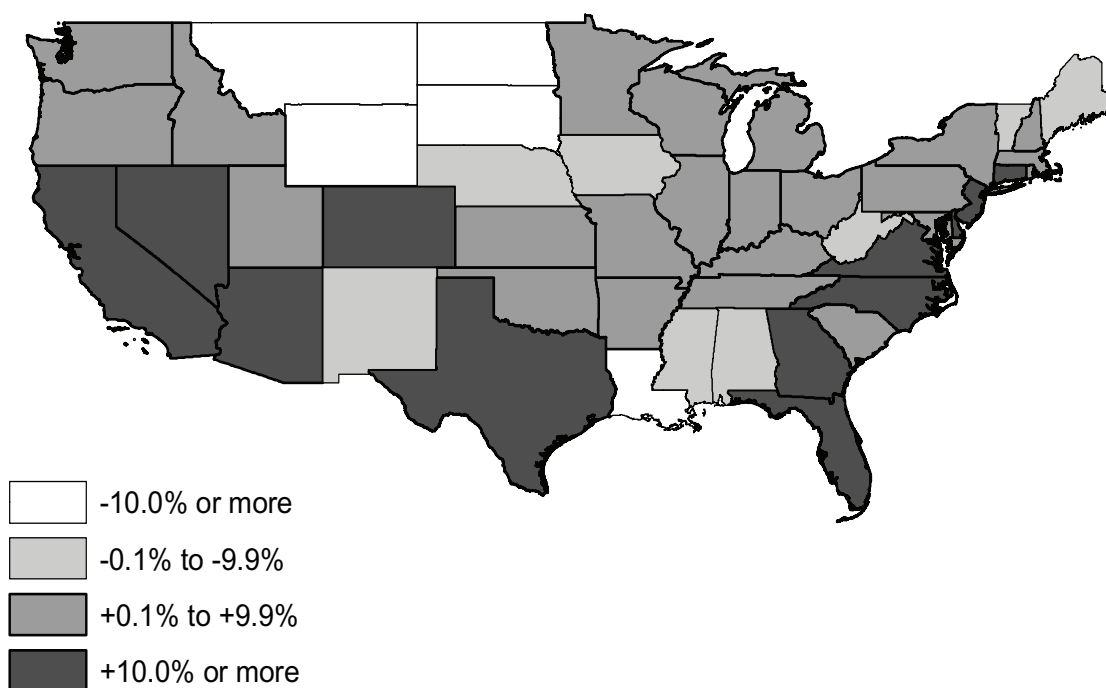
PUBLIC SCHOOL ENROLLMENTS AND RANKING BY STATE 1995-1996 AND 2005-2006						
State	1995-1996		2005-2006		Change in Enrollment 1995-1996 to 2005-2006	
	Enrollment	Rank	Enrollment	Rank	Percent	Rank
United States	44,840,481	--	49,113,474	--	9.5	--
Alabama	746,149	22	741,758	23	-0.6	37
Alaska	127,618	46	133,288	45	4.4	26
Arizona	743,566	23	1,094,454	13	47.2	2
Arkansas	453,257	34	474,206	33	4.6	24
California	5,536,406	1	6,437,202	1	16.3	9
Colorado	656,279	25	779,826	22	18.8	7
Connecticut	517,935	29	575,059	28	11.0	12
Delaware..	108,461	48	120,937	47	11.5	11
District of Columbia	79,802	51	76,876	51	-3.7	42
Florida	2,176,222	4	2,675,024	4	22.9	3
Georgia	1,311,126	9	1,598,461	9	21.9	4
Hawaii	187,180	42	182,818	42	-2.3	41
Idaho	243,097	39	261,982	39	7.8	16
Illinois	1,943,623	5	2,111,706	5	8.6	14
Indiana	977,263	13	1,035,074	14	5.9	23
Iowa	502,343	31	483,482	32	-3.8	43
Kansas	463,008	33	467,285	34	0.9	32
Kentucky	659,821	24	679,878	25	3.0	28
Louisiana	797,366	21	654,526	26	-17.9	51
Maine	213,569	40	195,498	41	-8.5	45
Maryland	805,544	20	860,020	20	6.8	17
Massachusetts	915,007	15	971,909	16	6.2	20
Michigan	1,641,456	8	1,741,845	8	6.1	21
Minnesota	835,166	19	839,243	21	0.5	34
Mississippi	506,272	30	494,954	31	-2.2	40
Missouri	889,881	17	917,705	18	3.1	27
Montana	165,547	43	145,416	44	-12.2	47
Nebraska	289,744	37	286,646	37	-1.1	39
Nevada	265,041	38	412,395	35	55.6	1
New Hampshire	194,171	41	205,767	40	6.0	22
New Jersey	1,197,381	10	1,395,602	11	16.6	8
New Mexico	329,640	35	326,758	36	-0.9	38
New York	2,813,230	3	2,815,581	3	0.1	36
North Carolina	1,183,090	11	1,416,436	10	19.7	6
North Dakota	119,100	47	98,283	48	-17.5	50
Ohio	1,836,015	6	1,839,683	6	0.2	35
Oklahoma	616,393	27	634,739	27	3.0	29
Oregon	527,914	28	552,194	29	4.6	25
Pennsylvania	1,787,533	7	1,830,684	7	2.4	31
Rhode Island	149,799	44	153,422	43	2.4	30
South Carolina	645,586	26	701,544	24	8.7	13
South Dakota	144,685	45	122,012	46	-15.7	49
Tennessee	893,770	16	953,928	17	6.7	18
Texas	3,748,167	2	4,525,394	2	20.7	5
Utah	477,121	32	508,430	30	6.6	19
Vermont	105,565	49	96,638	49	-8.5	44
Virginia	1,079,854	12	1,214,472	12	12.5	10
Washington	956,572	14	1,031,985	15	7.9	15
West Virginia	307,112	36	280,866	38	-8.5	46
Wisconsin	870,175	18	875,174	19	0.6	33
Wyoming	99,859	50	84,409	50	-15.5	48

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1990-1991 through 2005-2006, and Projections of Education Statistics to 2016. (This was prepared August 2007.)

period with eight other states having percentage gains of 10 percent or more. Five states reported enrollment declines of that magnitude. In the Midwest, Illinois (8.6 percent) reported the greatest percentage gain, while North Dakota (-17.5 percent) and South Dakota (-15.7 percent) experienced the largest declines. Iowa's decline of -3.8 was among the 10 largest declines in the country over that period (also see Figure 12).

Figure 12

**PERCENT CHANGE IN PUBLIC SCHOOL ENROLLMENT BY STATE
1995-1996 TO 2005-2006**



Source: Data reported by states to U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey (State Fiscal)," and "State Nonfiscal Survey of Public Elementary/Secondary."

Despite the significant growth in minority enrollment in Iowa presented earlier in this section, Iowa's percentage of minority students remains relatively low in comparison to other states (Table 20). Iowa's minority enrollment accounted for 7.3 percent of total enrollment in 1995-1996, the 4th lowest percentage in the nation. Despite the 6 percentage point increase in 2005-2006 (13.4 percent), Iowa was still among the nation's five lowest percentages. In 10 states (Arizona, California, Florida, Georgia, Hawaii, Maryland, Mississippi, Nevada, New Mexico, Texas, and the District of Columbia) minority students constituted more than one-half of the public student enrollment. Nationally, the average was 42.9 percent (also see Figure 13).

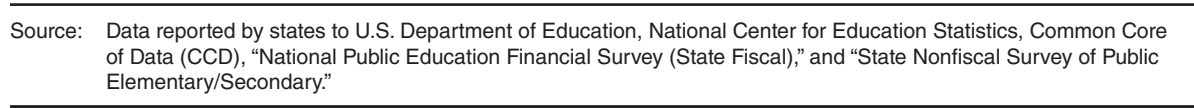
Table 20

**PUBLIC SCHOOL MINORITY ENROLLMENT AS PERCENTAGE OF TOTAL
ENROLLMENT BY STATE 1995-1996 AND 2005-2006**

	2005-2006 Percent Minority Enrollment by Race					1995-1996 Percent	
	American Indian	Asian	Black	Hispanic	Total Minority Rank	Total Minority Rank	
United States	1.2	4.6	17.2	19.8	42.9	35.2	
Alabama	0.8	1.0	36.0	2.8	40.6	20	37.9 14
Alaska	26.6	6.9	4.6	4.2	42.3	19	36.3 17
Arizona	6.2	2.5	5.2	39.0	52.8	8	43.1 9
Arkansas	0.7	1.4	23.0	6.8	31.8	25	26.1 25
California	0.8	11.7	8.0	48.5	69.0	3	59.6 4
Colorado	1.2	3.3	6.0	27.1	37.5	23	27.5 24
Connecticut	0.4	3.6	13.7	15.4	33.0	24	28.0 23
Delaware	0.3	2.8	32.5	9.2	44.9	15	35.3 19
District of Columbia	0.1	1.4	83.3	10.6	95.5	1	96.0 1
Florida	0.3	2.2	23.9	23.9	50.4	11	42.5 11
Georgia	0.1	2.8	39.2	8.7	50.8	10	41.8 13
Hawaii	0.6	72.8	2.4	4.5	80.2	2	77.1 2
Idaho	1.6	1.6	1.0	12.8	17.0	41	11.6 42
Illinois	0.2	3.8	20.6	19.0	43.6	16	36.4 16
Indiana	0.3	1.2	12.5	5.7	19.7	39	14.4 38
Iowa	0.6	1.9	5.1	5.8	13.4	46	7.3 47
Kansas	1.5	2.4	8.6	12.1	24.6	33	17.4 34
Kentucky	0.2	0.9	10.6	2.1	13.7	45	10.9 43
Louisiana	0.8	1.3	44.4	2.1	48.5	12	49.0 7
Maine	0.5	1.4	2.0	0.9	4.9	50	2.7 50
Maryland	0.4	5.2	38.1	7.6	51.4	9	42.5 12
Massachusetts	0.3	4.7	8.4	13.1	26.5	30	21.5 29
Michigan	1.0	2.4	20.3	4.4	28.1	29	23.6 27
Minnesota	2.1	5.7	8.5	5.4	21.7	37	12.6 40
Mississippi	0.2	0.8	51.2	1.4	53.5	7	52.3 6
Missouri	0.4	1.6	18.2	3.2	23.4	34	18.3 32
Montana	11.3	1.1	0.9	2.4	15.7	42	12.5 41
Nebraska	1.7	1.8	7.6	11.5	22.5	35	12.8 39
Nevada	1.6	7.3	11.1	33.6	53.6	6	33.5 20
New Hampshire	0.3	1.9	1.7	2.8	6.7	48	3.3 49
New Jersey	0.2	7.5	17.6	18.2	43.5	17	37.5 15
New Mexico	11.1	1.3	2.5	54.0	68.9	4	60.5 3
New York	0.5	6.9	19.8	20.1	47.3	13	43.1 10
North Carolina	1.4	2.1	31.5	8.4	43.4	18	35.4 18
North Dakota	8.6	0.9	1.5	1.7	12.8	47	9.2 46
Ohio	0.1	1.4	17.1	2.4	21.0	38	17.8 33
Oklahoma	18.9	1.7	10.9	8.9	40.4	21	30.6 22
Oregon	2.4	4.9	3.2	15.9	26.4	31	14.7 37
Pennsylvania	0.1	2.5	16.2	6.4	25.2	32	19.4 31
Rhode Island	0.6	3.1	8.6	17.3	29.6	28	21.1 30
South Carolina	0.3	1.3	40.3	4.0	46.0	14	43.7 8
South Dakota	10.5	1.0	1.6	2.0	15.0	44	16.3 36
Tennessee	0.2	1.4	25.1	3.8	30.5	26	24.7 26
Texas	0.3	3.1	14.7	45.3	63.5	5	53.6 5
Utah	1.5	3.1	1.3	12.3	18.2	40	9.6 45
Vermont	0.4	1.6	1.5	1.0	4.5	51	2.7 51
Virginia	0.3	5.2	27.0	7.7	40.2	22	33.4 21
Washington	2.7	8.1	5.7	13.6	30.2	27	21.7 28
West Virginia	0.1	0.6	5.0	0.7	6.4	49	4.8 48
Wisconsin	1.5	3.6	10.5	6.7	22.2	36	16.8 35
Wyoming	3.5	1.1	1.5	9.0	15.1	43	10.7 44

Source: Data reported by states to U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey (State Fiscal)," and "State Nonfiscal Survey of Public Elementary/Secondary."

MINORITY ENROLLMENT AS PERCENTAGE OF TOTAL ENROLLMENT BY STATE 2005-2006



STAFF

This chapter presents data for licensed and non-licensed staff in Iowa's schools and area education agencies (AEAs). Characteristics such as age, race/ethnicity, gender, experience, and salary for teachers, principals, superintendents, guidance counselors, and library/media specialists are presented. Also included is information on instructional aides, pupil-teacher ratios, and nurses for public schools. The data are summarized at the state level by enrollment category (based on district certified enrollment) and by area education agency. National and regional state comparative data are also presented where available.

Teachers

Teacher Characteristics

Information on licensed staff is collected from schools in Iowa through the Licensed Staff Detail report on the Basic Educational Data Survey (BEDS). Schools report age, gender, race/ethnicity, salary, contract days, contract type, degrees, majors, positions, and the assignments that go along with each position for all licensed staff. Up to 10 position/assignment combinations can be reported for each staff member to accurately reflect their duties.

Data on full-time teachers are presented in this section. Full-time teachers are defined as staff with at least one teaching position code, a full-time contract, regular salary (salary paid for regular position responsibilities) of at least \$26,500 and at least 180 contract days. There were 5,058 full-time teachers in 2007-2008 that were reported as serving in other positions, such as administrative (e.g., principal, superintendent) or student support services (e.g., coach, counselor). Since salary is not reported separately for each position/assignment combination, the reported salary for these teachers may be impacted by the additional duties.

Characteristics of Teachers

The total number, average age, percent female, percent minority, percent with advanced degrees, average total experience, and average district experience of Iowa public and nonpublic school full-time teachers for the base year of 1997-1998. In addition, 2006-2007 and 2007-2008 are listed in Table 21. Minorities include teachers with a reported race/ethnicity of American Indian/Native American, African American, Asian, or Hispanic. Teachers with advanced degrees include those with a master's, specialist, or doctorate degree.

The characteristics of full-time public school teachers did not change much between 2006-2007 and 2007-2008. Between 1997-1998 and 2007-2008 there were a few changes. The percent of female public school teachers increased from 68.9 percent in 1997-1998 to 74.0 percent in 2007-2008. The percent of minority public school teachers increased between 1997-1998 and 2007-2008 from 1.6 percent to 1.9 percent. The average years of total experience decreased from 15.6 to 14.7 and average years of district experience decreased from 12.1 to 11.1 between 1997-1998 and 2007-2008.

There was not a significant change in the majority of the characteristics of full-time nonpublic school teachers between 2006-2007 and 2007-2008. The percent of female teachers increased from 80.4 percent to 80.9 percent and the percent of teachers with an advanced degree increased from 15.3 percent to 16.2 percent between 2006-2007 and 2007-2008. There was a change in many of the characteristics of nonpublic school teachers between 1997-1998 and 2007-2008. The average age increased from 39.4 to 42.7, percent female increased from 78.7 percent to 80.9 percent, and the percent of teachers with advanced degrees increased from 12.8 percent to 16.2 percent between 1997-1998 and 2007-2008. The average years of total experience increased from 12.2 to 15.1 and the average years of district experience increased from 8.1 to 10.9.

Table 21

CHARACTERISTICS OF IOWA FULL-TIME TEACHERS 1997-1998, 2006-2007, AND 2007-2008						
Characteristics	Public			Nonpublic		
	1997- 1998	2006- 2007	2007- 2008	1997- 1998	2006- 2007	2007- 2008
Average Age	42.3	42.1	42.0	39.4	42.5	42.7
Percent Female	68.9%	73.7%	74.0%	78.7%	80.4%	80.9%
Percent Minority	1.6%	1.8%	1.9%	1.0%	0.7%	0.8%
Percent Advanced Degree	28.3%	28.0%	27.9%	12.8%	15.3%	16.2%
Average Total Experience	15.6	14.8	14.7	12.2	14.9	15.1
Average District Experience	12.1	11.3	11.1	8.1	10.7	10.9
Number of Teachers	31,955	34,444	34,823	2,365	2,260	2,225

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Notes: State total "Number of Teachers" includes AEA teachers. There were about 5,000 full-time teachers in 2006-2007 and 2007-2008 that reported having administrative or support positions, as well as teaching positions, which could inflate the number of teachers.

Characteristics of Beginning Teachers

Beginning teachers are educators who are in their first year of teaching. Table 22 lists the characteristics of Iowa beginning full-time public and nonpublic school teachers for 1997-1998, 2006-2007, and 2007-2008. The characteristics of beginning public school teachers changed from 2006-2007 to 2007-2008. The average age increased from 27.8 to 28.3, the percent minority increased from 2.6 percent to 3.0 percent, and the percent with advanced degree increased from 7.0 percent to 8.3 percent between 2006-2007 and 2007-2008. The percent of beginning female teachers decreased from 75.7 percent to 73.8 percent. The characteristics of beginning full-time public school teachers also changed between 1997-1998 and 2007-2008. The average age increased from 27.4 in 1997-1998 to 28.3 in 2007-2008. The percent of females increased from 67.7 percent to 73.8 percent, the percent minority decreased slightly from 3.2 percent to 3.0 percent, and the percent with advanced degrees increased from 3.0 percent to 8.3 percent between 1997-1998 and 2007-2008. In the 10 largest districts in 2007-2008, 76.0 percent of the beginning full-time teachers were female, 5.6 percent were minorities, and 10.8 percent

had advanced degrees. The average age of beginning full-time teachers in the 10 smallest districts in 2007-2008 was 29.5 and 87.5 percent of the beginning teachers were female. None of the beginning teachers in the 10 smallest districts were minorities and none of them had advanced degrees.

The characteristics of beginning full-time nonpublic school teachers changed between 2006-2007 and 2007-2008 and between 1997-1998 and 2007-2008. Between 2006-2007 and 2007-2008, the average age of beginning full-time nonpublic school teachers increased from 26.6 to 27.9, the percent of females increased from 83.3 percent to 86.1 percent, the percent minority increased from 0 percent to 3.5 percent, and the percent with advanced degrees increased from 2.6 percent to 4.3 percent. Between 1997-1998 and 2007-2008, the average age increased from 26.4 to 27.9, the percent of females increased from 74.2 percent to 86.1 percent, and the percent with advanced degrees increased from 1.3 percent to 4.3 percent. The percent of minorities decreased from 4.0 percent in 1997-1998 to 3.5 percent in 2007-2008.

Table 22

**CHARACTERISTICS OF IOWA FULL-TIME BEGINNING PUBLIC SCHOOL TEACHERS
1997-1998, 2006-2007, AND 2007-2008**

Characteristics	Public			Nonpublic		
	1997- 1998	2006- 2007	2007- 2008	1997- 1998	2006- 2007	2007- 2008
Average Age	27.4	27.8	28.3	26.4	26.6	27.9
Percent Female	67.7%	75.7%	73.8%	74.2%	83.3%	86.1%
Percent Minority	3.2%	2.6%	3.0%	4.0%	0.0%	3.5%
Percent Advanced Degree	3.0%	7.0%	8.3%	1.3%	2.6%	4.3%
Number of Teachers	1,134	1,522	1,608	151	114	115

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Notes: State total "Number of Teachers" includes AEA teachers.

Beginning full-time public school teachers as a percentage of total full-time public school teachers by enrollment category are listed in Table 23 for 1997-1998, 2006-2007, and 2007-2008. The smallest enrollment category, less than 300 students, had the highest percent of beginning full-time teachers in each year presented. In 2007-2008, the enrollment category with 1,000-2,499 students had the smallest percent of beginning full-time public school teachers at 3.8 percent. The percent of beginning full-time teachers in the state increased from 3.5 percent in 1997-1998 and from 4.4 percent in 2006-2007 to 4.6 percent in 2007-2008. In the 10 smallest districts in 2007-2008, 7.1 percent of the full-time teachers were beginning full-time teachers.

Table 23

**IOWA FULL-TIME BEGINNING PUBLIC SCHOOL TEACHERS AS A
PERCENTAGE OF TOTAL FULL-TIME PUBLIC SCHOOL TEACHERS
1997-1998, 2006-2007, AND 2007-2008**

Enrollment Category	Number of Beginning F-T Teachers			Number of F-T Teachers			Beginning F-T Teachers as Percent of Total F-T Teachers		
	1997- 1998	2006- 2007	2007- 2008	1997- 1998	2006- 2007	2007- 2008	1997- 1998	2006 2007	2007 2008
<300	40	68	55	506	945	971	7.9%	7.2%	5.7%
300-599	194	187	198	3,479	3,972	4,114	5.6	4.7	4.8
600-999	200	244	206	5,615	5,139	4,878	3.6	4.7	4.2
1,000-2,499	258	355	332	8,052	8,754	8,645	3.2	4.1	3.8
2,500-7,499	164	313	308	5,866	6,375	6,279	2.8	4.9	4.9
7,500+	261	343	499	7,971	8,788	9,384	3.3	3.9	5.3
AEA	17	12	10	466	471	552	3.6	2.5	1.8
State	1,134	1,522	1,608	31,955	34,444	34,823	3.5	4.4	4.6

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Notes: F-T indicates full-time.
State total includes AEA teachers.

Characteristics of Public School Teachers by Enrollment Category

Table 24 lists the characteristics of full-time public school teachers in Iowa by enrollment category for 2007-2008. The enrollment category of 2,500-7,499 students had the lowest average age 40.9. The 600-999 students enrollment category had the lowest percent of female teachers, 70.6 percent, and the 2,500-7,499 students enrollment category had the highest percent of female teachers, 75.8 percent. The lowest percent of minority teachers was 0.8 percent in the 300-599 enrollment category and the highest percent of minority teachers was 4.1 percent in the 7,500 or more enrollment category. The smallest enrollment category, less than 300 students, had the lowest percent of teachers with advanced degrees, 10.4 percent, while the largest enrollment category, 7,500 students or more, had the highest percent of teachers with advanced degrees, 38.0 percent. The 2,500-7,499 students enrollment category had the lowest average years of experience — 13.7 average years of total experience and 10.1 average years of district experience. The 600-999 students enrollment category had the highest average years of total experience 15.4 and the 600-999 and 300-599 enrollment categories had the highest average years of district experience, 12.1 and 12.0 years. In 2007-2008, there were 112 full-time teachers in the 10 smallest public school districts (based on certified enrollment). The average age of teachers in the 10 smallest districts was 43.7. The percent of female teachers was 75.9 percent and the percent of teachers with advanced degrees was 8.9 percent in the 10 smallest districts. The average years of experience for teachers in the 10 smallest districts was 13.9 average years of total experience and 11.1 average years of district experience. There were no minority full-time teachers in the 10 smallest districts in 2007-2008.

Table 24

**CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS
BY ENROLLMENT CATEGORY 2007-2008**

Enrollment Category	Number of Full-Time Teachers	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District Experience
<300	971	42.3	74.5%	0.9%	10.4%	14.0	11.1
300-599	4,114	42.4	71.4	0.8	13.9	15.2	12
600-999	4,878	42.5	70.6	0.9	18.1	15.4	12.1
1,000-2,499	8,645	42.2	73.1	1.0	24.9	15.3	11.5
2,500-7,499	6,279	40.9	75.8	1.6	35.2	13.7	10.1
7,500+	9,384	42.0	75.7	4.1	38.0	14.2	10.6
AEA	552	45.6	89.5	1.6	43.5	16.3	10.1
State	34,823	42.0	74.0	1.9	27.9	14.7	11.1

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, staff file and Division of School Support and Information, Certified Enrollment file.
Note: State total includes AEA teachers.

Characteristics of Public School Teachers by AEA

The characteristics of full-time public school teachers in 2007-2008 by AEA are presented in Table 25. In 2007-2008, the highest percent of teachers was in Heartland AEA, 25.0 percent, while the lowest percent of teachers was in Green Valley AEA, 2.4 percent. The average age of full-time public school teachers ranged between 40.5 in Heartland AEA to 43.6 in Prairie Lakes AEA. Great Prairie AEA had the highest percent of female teachers, 75.1 percent, and Keystone AEA had the lowest percent of female teachers, 72.7 percent. The highest percent of minority teachers was 3.3 percent in Mississippi Bend AEA and the lowest percent of minority teachers was 0.9 percent in Keystone AEA and Green Valley AEA. Grant Wood AEA had the highest percent of teachers 33.4 percent. Green Valley AEA had the lowest percent of teachers with advanced degrees, 17.8 percent. Heartland AEA had the lowest average years of total experience — 13.4 average years of total experience and 9.6 average years of district experience. Prairie Lakes AEA had the highest average years of total experience, 16.2 years, and Northwest AEA had the highest average years of district experience, 12.5 years.

Table 25

**CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL
TEACHERS BY AEA 2007-2008**

AEA	Number of Teachers	Total Teachers	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District Experience
Keystone 1	2,317	6.7%	42.1	72.7%	0.9%	26.4%	15.5	11.9
AEA 267	4,709	13.5	42.8	73.7	2.4	24.7	15.0	11.6
Prairie Lakes 8	2,518	7.2	43.6	72.9	1.1	23.4	16.2	12.4
Mississippi Bend 9	3,391	9.7	42.5	74.8	3.3	31.5	14.8	11.9
Grant Wood 10	4,499	12.9	40.7	73.4	2.0	33.4	13.8	10.1
Heartland 11	8,707	25.0	40.5	74.8	2.2	29.3	13.4	9.6
Northwest	2,786	8.0	43.2	72.8	1.7	27.0	16.0	12.5
Loess Hills 13	2,189	6.3	43.0	74.7	1.1	27.4	15.8	12.1
Green Valley 14	852	2.4	43.1	73.8	0.9	17.8	15.2	11.4
Great Prairie	2,855	8.2	43.5	75.1	1.2	25.8	15.2	12.1
State	34,823	100.0	42.0	74.0	1.9	27.9	14.7	11.1

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Note: Includes AEA teachers.

Teacher Characteristics — Gender Comparisons

The characteristics of full-time public school teachers by gender are shown in Table 26 for 2007-2008. The average age was higher for females than males, 42.2 versus 41.7. The percent of minority teachers was higher for males (2.4 percent) than for females (1.8 percent). There was a higher percent of male teachers with advanced degrees than females, 28.6 percent compared to 27.7 percent. The average years of total experience and average years of district experience were higher for males than for females. In the 10 largest districts in 2007-2008, there were 2,280 males and 7,104 females. The average age was about 42 for both males and females in the 10 largest districts in 2007-2008. The percent of males with an advanced degree was 40.5 percent compared to 37.2 percent for females in the 10 largest districts. The percent of minority teachers was higher for males than females in the 10 largest districts, 4.9 percent versus 3.8 percent. The average years of total experience was 14.6 for males and 14.0 for females and the average years of district experience was 10.8 for males and 10.6 for females in the 10 largest districts in 2007-2008. In 2007-2008, there were 27 male teachers and 85 female teachers in the 10 smallest districts. The average age was slightly higher for female teachers (43.8) than male teachers (43.4) in the 10 smallest districts. The percent of teachers with advanced degrees was higher for male teachers than for female teachers, 11.1 percent versus 8.2 percent, in the 10 smallest districts. The average years of total experience was 14.1 for males and 13.8 for females in the 10 smallest districts. The average years of district experience was 10.1 for males and 11.4 for females in the 10 smallest districts.

Table 26

GENDER COMPARISON OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS 2007-2008

Characteristics	Female	Male
Average Age	42.2	41.7
Percent Minority	1.8%	2.4%
Percent Advanced Degree	27.7%	28.6%
Average Total Experience	14.5	15.3
Average District Experience	11.1	11.3
Number of Teachers	25,780	9,043

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Note: Includes AEA teachers.

Minority Teacher Characteristics

Table 27 lists the characteristics of full-time public school teachers by minority and non-minority groups. Minority teachers include teachers with a reported race/ethnicity of American Indian/Native American, African American, Asian, or Hispanic. Non-minority teachers include teachers with a reported race/ethnicity of white. The average age of non-minorities was higher than minorities, 42.1 versus 40.8. The percent of females was 74.2 percent for non-minorities and 67.9 percent for minorities. The percent of teachers with advanced degrees was higher for minorities (29.1 percent) than non-minorities (27.9 percent). The average years of experience were higher for non-minorities than minorities. Non-minorities had average years of total experience of 14.8 years and minorities had average years of total experience of 11.5 years. Non-minorities had average years of district experience of 11.2 years and minorities had average years of district experience of 8.6 years. In the 10 largest districts in 2007-2008, there were 385 minority teachers and 8,999 non-minority teachers. The average age was about 42 for minority and non-minority teachers in the 10 largest districts. The percent of female teachers was higher for non-minority teachers (75.9 percent) than minority teachers (70.9 percent) in the 10 largest districts. The percent of non-minority teachers with advanced degrees was higher than the percent of minority teachers with an advanced degree in the 10 largest districts, 38.3 percent versus 30.1 percent. The average years of experience was higher for non-minority teachers than minority teachers in the 10 largest districts. Non-minority teachers had average years total experience of 14.1 and average years district experience of 11.2, while minority teachers average years of total experience was 11.5 and average years of district experience was 8.6. There were not any minority teachers in the 10 smallest districts in 2007-2008.

Table 27

**CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS BY
MINORITY AND NON-MINORITY GROUPS 2007-2008**

Characteristics	Non-Minority	Minority
Average Age	42.1	40.8
Percent Female	74.2%	67.9%
Percent Advanced Degree	27.9%	29.1%
Average Total Experience	14.8	11.5
Average District Experience	11.2	8.6
Number of Teachers	34,153	670

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Note: Includes AEA teachers.

Teacher Age

The age distributions of full-time public school teachers in 1997-1998 and 2007-2008 are presented in Table 28 and Figure 14. The percent of teachers between the ages of 56 and 60 increased the most from 7.2 percent in 1997-1998 to 11.9 percent in 2007-2008. The largest decrease was in the percent of teachers between the ages of 46 and 50, 21.6 percent in 1997-1998 versus 12.7 percent in 2007-2008. In the 10 largest districts in 2007-2008, the largest percent of teachers (15.3 percent) was between the ages of 26 and 30 and the smallest percent (0.3 percent) was over 65. In 2007-2008, the largest percent of teachers (19.6 percent) was 51-55 and the smallest percent of teachers was over 65 (1.8 percent) in the 10 smallest districts.

Table 28

**IOWA FULL-TIME PUBLIC SCHOOL TEACHER AGE DISTRIBUTIONS
1997-1998 AND 2007-2008**

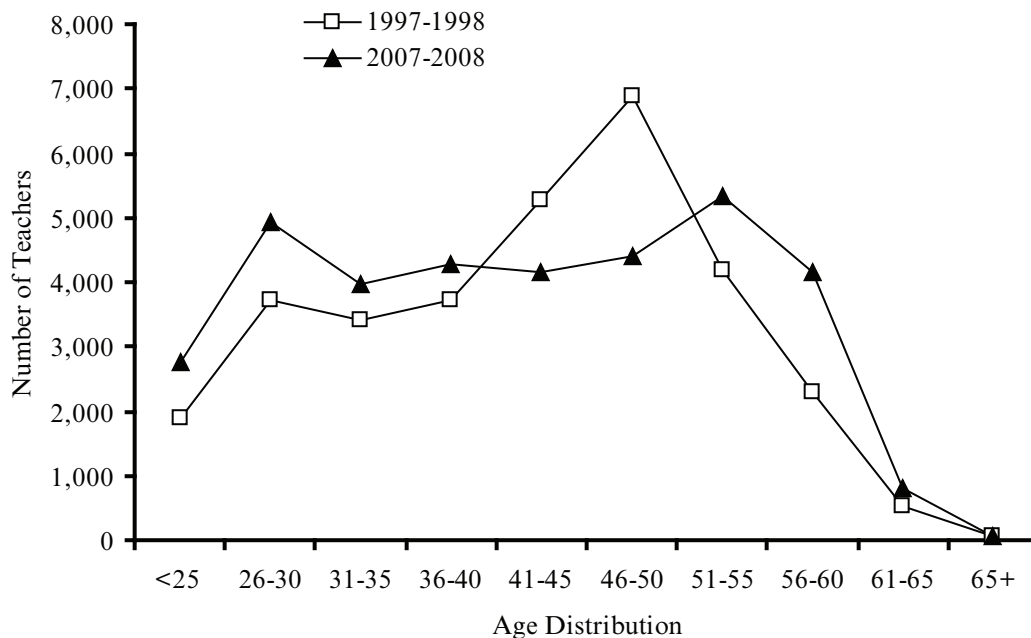
Age Interval	1997-1998				2007-2008			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
<25	1,889	1,889	5.9%	5.9%	2,746	2,746	7.9%	7.9%
26-30	3,727	5,616	11.7	17.6	4,931	7,677	14.2	22.0
31-35	3,397	9,013	10.6	28.2	3,983	11,660	11.4	33.5
36-40	3,707	12,720	11.6	39.8	4,266	15,926	12.3	45.7
41-45	5,282	18,002	16.5	56.3	4,147	20,073	11.9	57.6
46-50	6,891	24,893	21.6	77.9	4,406	24,479	12.7	70.3
51-55	4,180	29,073	13.1	91.0	5,331	29,810	15.3	85.6
56-60	2,291	31,364	7.2	98.2	4,140	33,950	11.9	97.5
61-65	534	31,898	1.7	99.8	803	34,753	2.3	99.8
65+	57	31,955	0.2	100.0	70	34,823	0.2	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Note: Includes AEA teachers.

Figure 14

**IOWA FULL-TIME PUBLIC SCHOOL TEACHERS AGE DISTRIBUTIONS
1997-1998 AND 2007-2008**



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Note: Includes AEA teachers.

Teacher Age and Experience

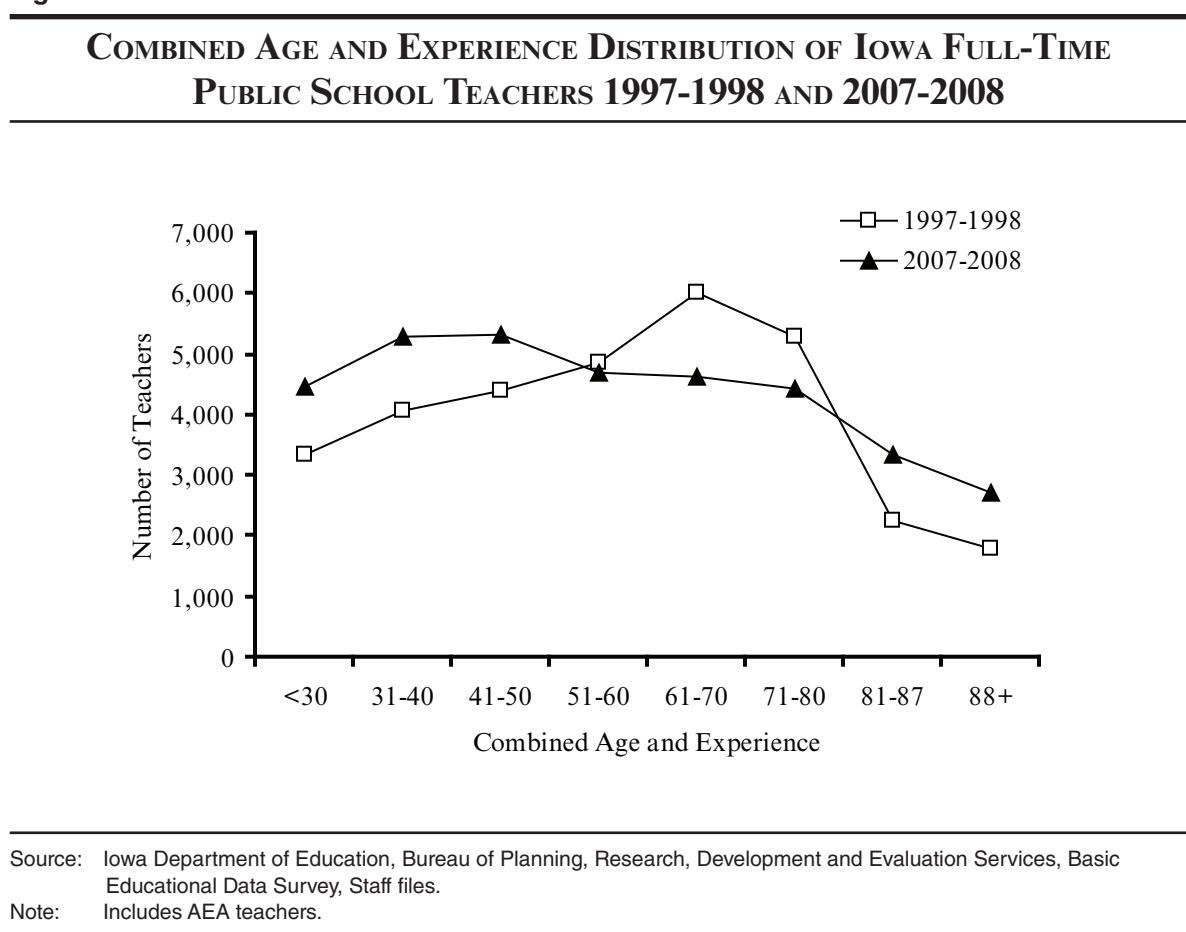
Table 29 and Figure 15 show the distribution of full-time public school teachers by combined age and experience in 1997-1998 and 2007-2008. Full-time public school teachers in Iowa that are covered by the Iowa Public Employment Retirement System (IPERS) are eligible to receive full retirement benefits if they are at least 55-years-old and the sum of their age and total IPERS covered employment is equal to or greater than 88. The percent of teachers with combined age and experience of 88 or more increased from 5.6 percent in 1997-1998 to 7.8 percent in 2007-2008. The percent of teachers with combined age and experience of 81-87 had the biggest increase from 7.0 percent in 1997-1998 to 9.6 percent in 2007-2008. The biggest decrease was for teachers with combined age and experience of 61-70, 18.8 percent in 1997-1998 compared to 13.3 percent in 2007-2008. In the 10 largest districts in 2007-2008, 8.2 percent of the teachers had combined age and experience of 88 or more. In 2007-2008, 7.1 percent of the teachers in the 10 smallest districts had combined age and experience of 88 or more.

Table 29

COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS 1997-1998 AND 2007-2008								
Combined Age and Experience	Number	1997-1998			Number	2007-2008		
		Cumulative Total	Cumulative Percent	Cumulative Percent		Cumulative Total	Cumulative Percent	Cumulative Percent
<30	3,328	3,328	10.4%	10.4%	4,460	4,460	12.8%	12.8%
31-40	4,047	7,375	12.7	23.1	5,268	9,728	15.1	27.9
41-50	4,397	11,772	13.8	36.8	5,320	15,048	15.3	43.2
51-60	4,858	16,630	15.2	52.0	4,692	19,740	13.5	56.7
61-70	6,018	22,648	18.8	70.9	4,634	24,374	13.3	70.0
71-80	5,287	27,935	16.5	87.4	4,409	28,783	12.7	82.7
81-87	2,240	30,175	7.0	94.4	3,330	32,113	9.6	92.2
88+	1,780	31,955	5.6	100.0	2,710	34,823	7.8	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Note: Includes AEA teachers.

Figure 15

Teacher Salaries

Salary information collected through the fall BEDS in 2007-2008 included regular salary and extra duty pay. Regular salary is defined as the portion of a salary that is paid for regular position responsibilities. Extra duty salary is defined as the portion of salary paid for extra duties such as yearbook sponsorship and coaching. There were about 5,000 full-time teachers in 2006-2007 and 2007-2008 that reported having administrative or support positions as well as teaching positions, which could inflate the average salary figures. Full-time public school teachers were required to have a minimum regular salary of \$25,500 in 2006-2007 and a minimum regular salary of \$26,500 in 2007-2008. They are also defined as having a full-time contract and a minimum contract length of 180 days.

Average Regular Salary Versus Average Total Salary

Table 30 shows the average regular salary and average total salary of full-time public school teachers in 1997-1998, 2006-2007, and 2007-2008. The average regular salary is not listed for 1997-1998 due to the fact that salary was not separated into regular and extra duty pay until the 2001-2002 school year. The average total salary is about 3.0 percent higher than the average regular salary in 2006-2007 and 2007-2008. In the 10 largest districts, the average total salary was 1.6 percent higher than average regular salary in 2007-2008 and 1.5 percent higher in 2006-2007. The average total salary was 2.4 percent higher than average regular salary in 2007-2008 and 2.7 percent higher in 2006-2007 in the 10 smallest districts.

Table 30

AVERAGE FULL-TIME TEACHER REGULAR SALARY VS. FULL-TIME TEACHER TOTAL SALARY 1997-1998, 2006-2007, AND 2007-2008

Characteristics	1997-1998	2006-2007	2007-2008
Average Regular Salary	N/A	\$42,922	\$45,463
Average Total Salary	\$34,084	\$44,062	\$46,626
Difference	N/A	\$1,140	\$1,163
Percent Total Salary Greater Than Regular Salary	N/A	2.7%	2.6%

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Notes: Includes AEA teachers. Approximately 5,000 full-time public school staff in 2006-2007 and 2007-2008 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

Teacher Salaries by Enrollment Category

The average total salaries of Iowa full-time public school teachers by enrollment category in 1997-1998, 2006-2007, and 2007-2008 are listed in Table 31. The highest average salary in 2007-2008 was \$49,881 in the largest enrollment category (7,500 students or more) and the lowest average salary was \$37,966 in the smallest enrollment category (less than 300 students). The smallest enrollment category had the largest percent increase in average total salary between 1997-1998 and 2007-2008, 46.4 percent, and the 2,500-7,499 students enrollment category had the smallest percent increase in average total salary between 1997-1998 and 2007-2008, 32.6 percent. The percent increase in average total salary between 2006-2007 and 2007-2008 ranged between 5.2 percent in the 2,500-7,499 students enrollment category to 6.3 percent in the smallest enrollment category (less than 300 students). The average total salary of teachers in AEAs increased by 45.1 percent between 1997-1998 and 2007-2008 and by 9.1 percent between 2006-2007 and 2007-2008. The average salary for full-time teachers in the 10 smallest districts was \$35,386 in 2007-2008, which was a 5.9 percent increase from 2006-2007 and a 46.8 percent increase from 1997-1998.

Table 31

AVERAGE TOTAL SALARIES OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS BY ENROLLMENT CATEGORY 1997-1998, 2006-2007, AND 2007-2008

Enrollment Category	Average Total Salary			Percent Salary Change	
	1997-1998	2006-2007	2007-2008	1997-1998 to 2007-2008	2006-2007 to 2007-2008
<300	\$25,935	\$35,704	\$37,966	46.4%	6.3%
300-599	29,414	38,899	41,194	40.1	5.9
600-999	31,135	41,528	44,054	41.5	6.1
1,000-2,499	33,789	44,094	46,587	37.9	5.7
2,500-7,499	36,576	46,112	48,518	32.6	5.2
7,500+	37,205	47,222	49,881	34.1	5.6
AEA	33,663	44,739	48,830	45.1	9.1
State	34,084	44,062	46,626	36.8	5.8

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Notes: Includes AEA teachers. Approximately 5,000 full-time public school staff in 2006-2007 and 2007-2008 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

Teacher Salaries by AEA

Table 32 presents the average regular salary and average total salary of full-time public school teachers in 2007-2008 by AEA. Grant Wood AEA had the highest average regular salary, \$46,764, and Green Valley AEA had the lowest average regular salary, \$40,265. The average total salaries ranged from \$41,853 in Green Valley AEA to \$47,962 in Northwest AEA.

Table 32

**AVERAGE SALARIES OF IOWA FULL-TIME PUBLIC SCHOOL
TEACHERS BY AEA 2007-2008**

AEA	Regular Salary	Total Salary
Keystone 1	\$44,277	\$45,521
AEA 267	44,511	45,758
Prairie Lakes 8	43,329	44,738
Mississippi Bend 9	46,589	47,727
Grant Wood 10	46,764	47,957
Heartland 11	46,481	47,510
Northwest	46,762	47,962
Loess Hills 13	44,741	45,856
Green Valley 14	40,265	41,853
Great Prairie	44,225	45,312
State	45,463	46,626

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Notes: Includes AEA teachers.

Figures for Iowa 2007-2008 represent average salaries for full-time public school staff with teaching position codes. 5,058 full-time public school staff in 2007-2008 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

Teacher Salary Comparisons — Nation and Midwest States

The average salaries of public school teachers in Iowa, the Midwest states, and the nation based on the National Education Association's *Rankings of the States and Estimates of School Statistics* report are shown in Table 33 and Figure 16. Iowa's rank in the nation increased from 39th in 2005-2006 to 38th in 2006-2007. Iowa ranked eighth among the 12 Midwest states in 2005-2006 and 2006-2007.

Table 33

**AVERAGE SALARIES OF PUBLIC SCHOOL TEACHERS FOR IOWA,
MIDWEST STATES, AND THE NATION 2005-2006 AND 2006-2007**

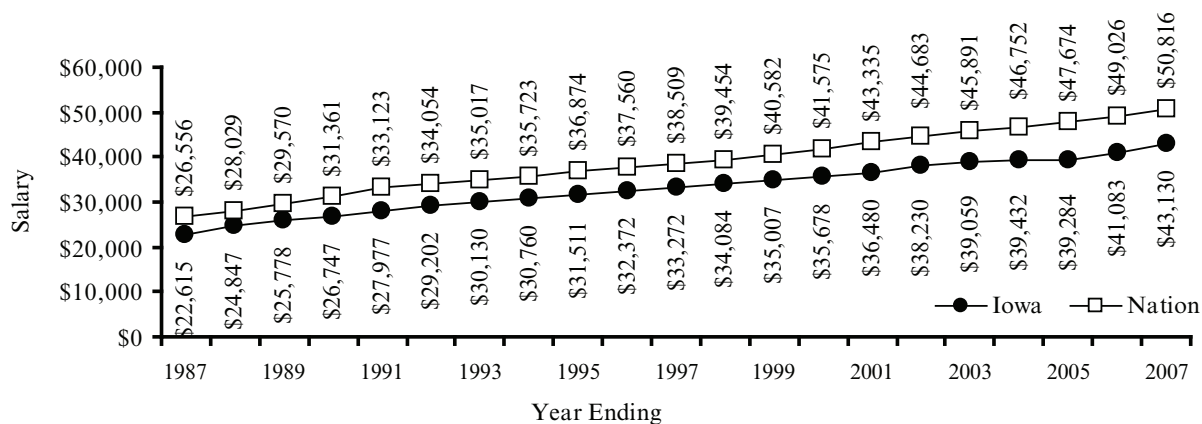
Nation and State	Salary	2005-2006		Salary	2006-2007	
		National Rank	Midwest Rank		National Rank	Midwest Rank
Nation	\$49,026			\$50,816		
Illinois	58,686	4	1	58,246	7	1
Indiana	47,255	19	5	47,831	23	6
Iowa	41,083	39	8	43,130	38	8
Kansas	41,467	37	7	43,344	37	7
Michigan	54,739	8	2	54,895	11	2
Minnesota	48,489	17	4	49,634	19	4
Missouri	40,462	42	9	41,839	44	10
Nebraska	40,382	43	10	42,044	43	9
North Dakota	37,764	50	11	38,822	50	11
Ohio	50,314	14	3	51,937	14	3
South Dakota	34,709	51	12	35,378	51	12
Wisconsin	46,390	21	6	47,901	21	5

Source: National Education Association, *Rankings of the States and Estimates of School Statistics*.

Note: Salary figure for Iowa is the average regular salary.

Figure 16

**AVERAGE SALARIES OF PUBLIC SCHOOL TEACHERS
FOR IOWA AND THE NATION 1987 TO 2007**



Source: National Education Association, Rankings of the States and Estimates of School Statistics.

Note: Salary figure for Iowa is the average regular salary.

Teacher Salary Comparisons with Other Occupational Groups

Table 34 lists the average salaries of teachers and other occupational groups in Iowa in 2006 and 2007. The average regular salary of teachers increased by 5.0 percent between 2006 and 2007. Interior designers had the greatest increase in average salary between 2006 and 2007, 6.7 percent. Air traffic controllers had the greatest decrease in average salary. The average salary of air traffic controllers decreased by 1.7 percent between 2006 and 2007.

Table 34

IOWA SALARY COMPARISONS BY OCCUPATION 2006 AND 2007

Occupation	Average Salary		Percent Change 2006 to 2007
	2006	2007	
Air Traffic Controller	\$84,740	\$83,320	-1.7%
Electrical Engineer	74,520	76,320	2.4
Computer Software Engineer, Applications	71,440	71,190	-0.3
Civil Engineer	66,890	70,800	5.8
Computer Programmers	55,290	58,960	6.6
Accountant & Auditor	54,480	54,830	0.6
Speech-Language Pathologist	51,100	52,100	2.0
Registered Nurse	47,030	49,140	4.5
Teacher	40,877	42,922	5.0
Interior Designer	34,570	36,890	6.7
Child, Family, and School Social Worker	35,690	36,620	2.6

Source: U.S. Bureau of Labor Statistics, State Occupational Employment and Wage Estimates, Iowa, May 2006 and May 2007.

Note: Teacher average salaries are average regular salaries, based on Iowa Department of Education, Basic Educational Data Survey, Staff files.

Teacher Contract Days and Assignments

Teacher Contract Days

Table 35 shows the distribution of full-time public school teachers by number of contract days for 1997-1998, 2006-2007, and 2007-2008. In 1997-1998, the highest percent of teachers had contract days between 186 and 190 (49.5 percent) while the highest percent of teachers had contract days between 191 and 195 in 2006-2007 (55.8 percent) and 2007-2008 (52.4 percent). The change in 2006-2007 and 2007-2008 can be attributed to the requirement of House File 816 (Student Achievement and Teacher Quality Program Act of 2005) that school districts add the equivalent of one additional contract day. The highest percent of teachers (45.8 percent) had contract days between 191 and 195 in the 10 largest districts in 2007-2008. In the 10 smallest districts in 2007-2008, the highest percent of teachers (50 percent) had contracts days between 191 and 195.

Table 35

DISTRIBUTION OF CONTRACT DAYS FOR FULL-TIME PUBLIC SCHOOL TEACHERS 1997-1998, 2006-2007, AND 2007-2008

Number of Contract Days	Number			Percent			Cumulative Percent		
	1997- 1998	2006- 2007	2007- 2008	1997- 1998	2006- 2007	2007- 2008	1997- 1998	2006- 2007	2007- 2008
180-185	2,024	137	332	6.3%	0.4%	1.0%	6.3%	0.4%	1.0%
186-190	15,817	10,180	11,212	49.5	29.6	32.2	55.8	30.0	33.2
191-195	12,763	19,226	18,259	39.9	55.8	52.4	95.8	85.8	85.6
196+	1,351	4,901	5,020	4.2	14.2	14.4	100.0	100.0	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Note: Includes AEA teachers.

Grades 9-12 Teacher Assignments

The average number of grade 9-12 assignments for full-time public school grade 9-12 teachers by enrollment category in 1997-1998, 2006-2007, and 2007-2008 is shown in Table 36. The average number of assignments at the state level is about the same for each year presented. For the most part, the average number of assignments decreased as the enrollment size category increased for all years presented. The exception is in 2006-2007 where the average number of assignments in the 2,500-7,499 enrollment category was 2.2 and the average number of assignments in the largest enrollment category (7,500 or more students) was 2.3. In 2007-2008, the average number of grade 9-12 assignments was 4.3 for full-time teachers in the 10 smallest districts. Table 37 presents the distribution of the number of grade 9-12 assignments for full-time public school grade 9-12 teachers in 2007-2008. The majority of grade 9-12 teachers (86.8 percent) had four assignments or less. In the 10 largest districts in 2007-2008, 95.7 percent of full-time teachers had four assignments or less. In the 10 smallest districts in 2007-2008, 48.8 percent of full-time teachers had four assignments or less.

Table 36

**AVERAGE NUMBER OF TEACHING ASSIGNMENTS FOR IOWA FULL-TIME
PUBLIC SCHOOL TEACHERS IN GRADES 9-12 BY ENROLLMENT CATEGORY
1997-1998, 2006-2007, AND 2007-2008**

Enrollment Category	Number of Districts	1997-1998		Number of Districts	2006-2007		Number of Districts	2007-2008	
		Number of Grade 9-12 Teachers	Average Number of Assignments		Number of Grade 9-12 Teachers	Average Number of Assignments		Number of Grade 9-12 Teachers	Average Number of Assignments
<300	34	193	4.0	51	426	3.6	53	433	3.5
300-599	111	1,826	3.4	109	2,079	3.3	111	2,101	3.1
600-999	112	2,632	3.2	93	2,407	3.1	88	2,258	3.0
1,000-2,499	86	3,173	2.7	81	3,444	2.6	80	3,370	2.5
2,500-7,499	25	1,965	2.2	22	2,139	2.2	22	2,070	2.1
7,500+	9	2,214	1.8	9	2,645	2.3	10	2,812	2.1
State	377	12,003	2.7	365	13,140	2.7	364	13,044	2.6

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Note: Includes all 9-12 assignments for teachers with at least one 9-12 assignment.

Table 37

**DISTRIBUTION OF ASSIGNMENTS FOR IOWA FULL-TIME PUBLIC
SCHOOL TEACHERS IN GRADES 9-12 2007-2008**

	Number of Unique Assignments	Number of Teachers	Percent	Cumulative Percent
1		4,669	39.4%	39.4%
2		2,422	20.5	59.9
3		1,894	16.0	75.9
4		1,290	10.9	86.8
5		780	6.6	93.4
6		424	3.6	96.9
7		207	1.8	98.7
8		106	0.9	99.6
9		36	0.3	99.9
10		13	0.1	100.0

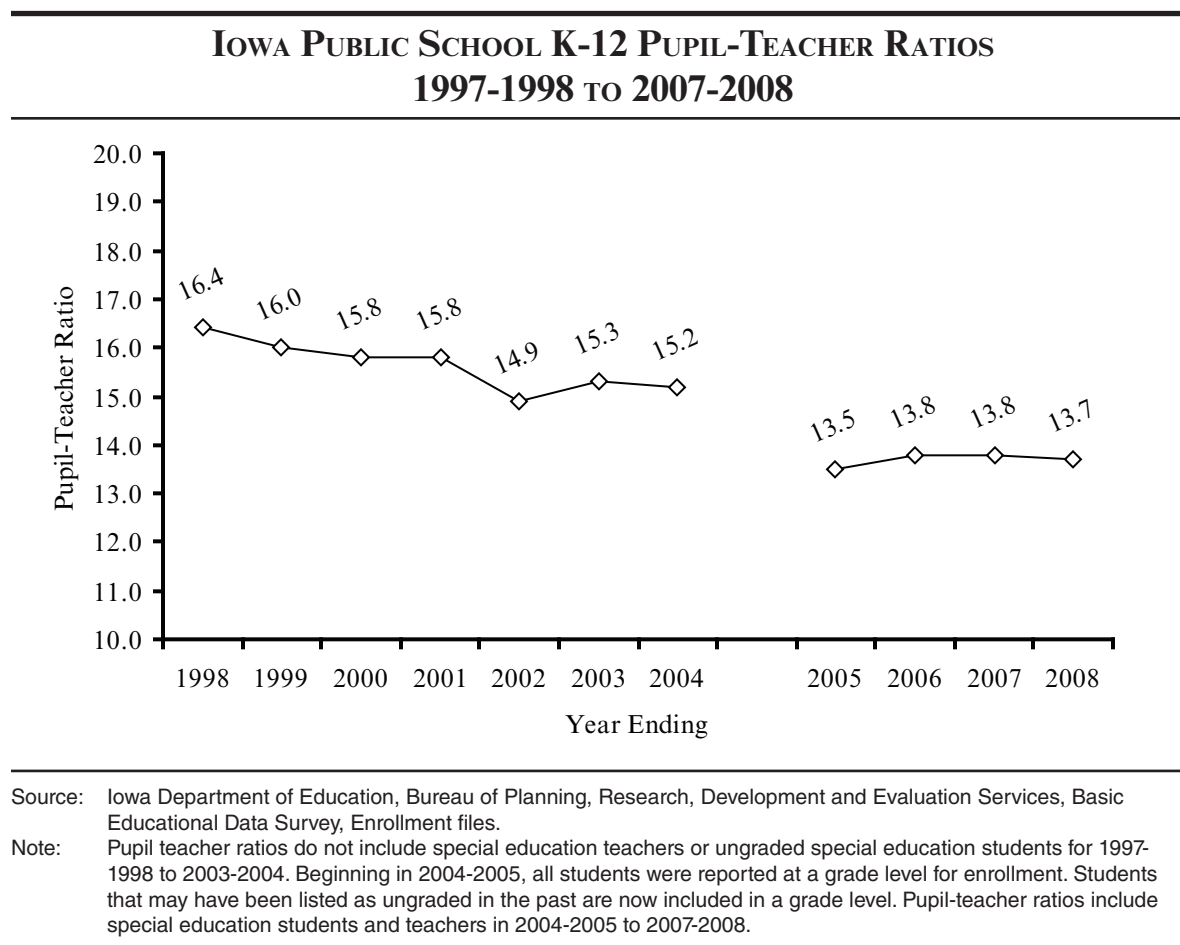
Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Note: Includes all 9-12 assignments for teachers with at least one 9-12 assignment.

Pupil-Teacher Ratios

The Iowa public school K-12 pupil-teacher ratios are discussed in this section. Students could be reported as ungraded and teachers could be reported as teaching ungraded students prior to 2004-2005. Beginning in 2004-2005, all students were reported at a grade level for enrollment, although teachers could still be reported as teaching ungraded students. Beginning in 2005-2006, all teachers were reported at a grade level for teacher FTE. Students that may have been listed as ungraded in the past were included in a grade level beginning in 2004-2005 and teachers that may have been listed as teaching ungraded students were listed in a grade level(s) beginning in 2005-2006. Therefore, the pupil-teacher ratios for 2004-2005 to the present year include special education students and teachers. The K-12 pupil-teacher ratios for 1997-1998 to 2007-2008 are shown in Figure 17. The large decrease from 15.2 in 2003-2004 to 13.5 in 2004-2005 can most likely be attributed to the change in the student enrollment data collection in 2004-2005.

Figure 17

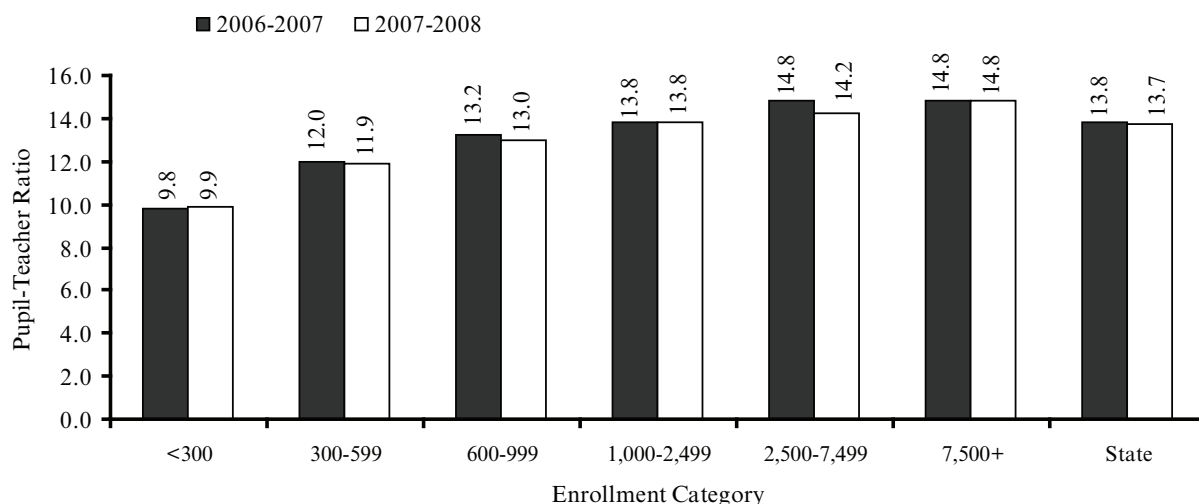


Pupil-Teacher Ratios by Enrollment Category

Figure 18 shows the pupil-teacher ratios for Iowa public schools by enrollment category for 2006-2007 and 2007-2008. The pupil-teacher ratios, number of students, and number of FTE teachers by enrollment category for 2007-2008 are listed in Table 38. The pupil-teacher ratios did not change very much between the two years presented for all enrollment categories. The pupil-teacher ratio for the 10 smallest districts was 7.2 in 2007-2008.

Figure 18

K-12 PUPIL-TEACHER RATIOS FOR IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 2006-2007 AND 2007-2008



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, enrollment teacher FTE files.

Note: Beginning in 2004-2005, all students were reported at a grade level for enrollment. Students that may have been listed as ungraded in the past are now included in a grade level. Pupil-teacher ratios include special education students and teachers in 2006-2007 and 2007-2008.

Table 38

K-12 PUPIL-TEACHER RATIOS FOR IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 2007-2008

Enrollment Category	Number of Students	Number of FTE Teachers	Ratio
<300	9,932	1,003.8	9.9
300-599	50,607	4,246.9	11.9
600-999	65,367	5,023.5	13.0
1,000-2,499	120,665	8,773.5	13.8
2,500-7,499	93,235	6,576.9	14.2
7,500+	132,822	8,987.1	14.8
State	472,628	34,611.7	13.7

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Enrollment and Teacher FTE files.

Note: Beginning in 2004-2005, all students were reported at a grade level for enrollment. Students that may have been listed as ungraded in the past are now included at a grade level. Figures include special education students and teachers in 2007-2008.

Instructional Aides

Instructional Aides by Enrollment Category

Instructional aides are non-licensed staff members who assist teachers in the classroom. The number of instructional aides by enrollment category for 1997-1998, 2006-2007, and 2007-2008 is presented in Table 39. The smallest enrollment category (less than 300 students) had the largest increase in instructional aides between 1997-1998 and 2007-

2008, 207 percent. The 2,500-7,499 enrollment category had the smallest percent increase in instructional aides between 1997-1998 and 2007-2008, 38.8 percent. The 600-999 and 1,000-2,499 enrollment categories had a decrease in the number of instructional aides between 2006-2007 and 2007-2008. The number of instructional aides decreased by 2.7 percent for the 600-999 enrollment category and by 1.0 percent for the 1,000-2,499 enrollment category. The 300-599 enrollment category had the largest increase in the number of instructional aides between 2006-2007 and 2007-2008, 12.4 percent. In the 10 smallest districts in 2007-2008, there were 25.3 instructional aides, which was a decrease of 5.9 percent from 2006-2007 and an increase of 66.4 percent from 1997-1998.

Table 39

**INSTRUCTIONAL AIDES IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY
1997-1998, 2006-2007, AND 2007-2008**

Enrollment Category	Number of Full-Time Equivalent (FTE) Aides			% Change in FTE Aides 1997-1998 to 2007-2008	% Change in FTE Aides 2006-2007 to 2007-2008
	1997-1998	2006-2007	2007-2008		
<300	76.6	214.3	235.2	207.0%	9.8%
300-599	493.7	909.2	1,021.5	106.9	12.4
600-999	920.3	1,368.1	1,330.5	44.6	-2.7
1,000-2,499	1,657.2	2,693.3	2,666.5	60.9	-1.0
2,500-7,499	1,418.5	1,920.6	1,968.2	38.8	2.5
7,500+	1,775.3	2,490.4	2,787.5	57.0	11.9
State	6,341.6	9,595.9	10,009.4	57.8	4.3

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files

Principals

Principal Characteristics

Table 40 presents data on principals in public and nonpublic schools in Iowa for 1997-1998, 2006-2007, and 2007-2008. The characteristics of public school principals did not change very much between 2006-2007 and 2007-2008. Between 1997-1998 and 2007-2008 the percent of female principals in public schools increased from 27.1 percent to 37 percent. The percent of minority principals decreased from 3.3 percent in 1997-1998 to 2.5 percent in 2007-2008. The percent of principals with an advanced degree decreased from 98.1 percent in 1997-1998 to 88.0 percent in 2007-2008. The average age was 48.4, average years of total experience was 22.8 and average years of district experience was 13.2 for full-time principals in the 10 largest districts in 2007-2008. There were 57.6 percent female principals, 9.7 percent minority principals, and 92.0 percent of principals with an advanced degree in the 10 largest districts in 2007-2008. The average age was

48.3, average years of total experience was 23.7, and average years of district experience was 13.6 for full-time principals in the 10 smallest districts in 2007-2008. The percent of female principals was 50 percent and the percent of principals with an advanced degree was 80 percent for full-time principals in the 10 smallest districts. There were not any minority principals in the 10 smallest districts in 2007-2008.

Table 40

CHARACTERISTICS OF IOWA FULL-TIME PRINCIPALS 1997-1998, 2006-2007, AND 2007-2008						
Characteristics	Public			Nonpublic		
	1997-1998	2006-2007	2007-2008	1997-1998	2006-2007	2007-2008
Average Age	47.5	47.5	47.0	47.4	50.4	49.3
Percent Female	27.1%	36.4%	37.0%	46.7%	42.0%	46.2%
Percent Minority	3.3%	2.7%	2.5%	0.7%	1.1%	2.2%
Percent Advanced Degree	98.1%	89.2%	88.0%	89.6%	86.4%	83.5%
Average Total Experience	22.8	22.5	21.8	22.0	25.2	24.3
Average District Experience	11.3	10.8	10.2	7.0	10.9	10.1
Number of Principals	1,189	1,140	1,141	135	88	91

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Note: Figures for public schools include AEA principals.

Some of the characteristics of nonpublic school principals changed between 2006-2007 and 2007-2008 (Table 40). The percent of female principals in nonpublic schools increased from 42.0 percent in 2006-2007 to 46.2 percent in 2007-2008. The percent of minority principals in nonpublic schools increased from 1.1 percent to 2.2 percent between 2006-2007 and 2007-2008. The percent of principals with advanced degrees decreased from 86.4 percent in 2006-2007 to 83.5 percent in 2007-2008. There were also changes in the characteristics of nonpublic school principals between 1997-1998 and 2007-2008. The average age of nonpublic school principals increased from 47.4 in 1997-1998 to 49.3 in 2007-2008. The percent of minority principals in nonpublic schools increased from 0.7 percent to 2.2 percent between 1997-1998 and 2007-2008. The percent of principals with advanced degrees decreased from 89.6 percent to 83.5 percent between 1997-1998 and 2007-2008. The average years of total experience increased from 22.0 to 24.3 and the average years of district experience increased from 7.0 to 10.1 between 1997-1998 and 2007-2008.

Principal Characteristics — Gender Comparisons

The characteristics of full-time public school principals by gender for 2007-2008 are presented in Table 41. The average age was 48.5 for female principals compared to 46.2 for male principals. The percent of minority principals was about the same for both males and females. The percent of female principals with advanced degrees was 91.7 percent compared to 85.8 percent for male principals. The average years of experience was higher for female principals than for male principals. The average years of total experience was 22.5 for females and 21.4 for males. The average years of district experience was 11.5 for females and 9.5 for males. The average age of males was 47.7 and the average

age of females was 48.9 for full-time principals in the 10 largest districts in 2007-2008. The percent of principals with advanced degrees was about 92.0 percent for both male and female principals in the 10 largest districts. The percent of minority principals was 12.9 percent for males and 7.3 percent for females. The average years of total experience was about 23 and the average years of district experience was about 13 for both male and female principals in the 10 largest districts. In the 10 smallest districts in 2007-2008, the average age of male principals was 43.4 and the average age of female principals was 53.2. The average years of total experience was 21.0 for males and 26.4 for females and the average years of district experience was 17.0 for males and 10.2 for females in the 10 smallest districts. The percent with advanced degrees was 80 percent for both male and female full-time principals in the 10 smallest districts.

Table 41

**GENDER COMPARISON OF IOWA FULL-TIME
PUBLIC SCHOOL PRINCIPALS 2007-2008**

Characteristics	Female	Male
Average Age	48.5	46.2
Percent Minority	2.6%	2.5%
Percent Advanced Degree	91.7%	85.8%
Average Total Experience	22.5	21.4
Average District Experience	11.5	9.5
Number of Teachers	422	719

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Note: Include AEA principals.

Principal Age and Experience

Table 42 and Figure 19 show the age distribution of full-time public school principals in 1997-1998 and 2007-2008. In 1997-1998, the highest percent of principals (28.7 percent) was in the 46-50 age group. The highest percent of principals (20.5 percent) was in the 51-55 age group in 2007-2008. The highest percent of principals (23.5 percent) was in the 51-55 age group in the 10 largest districts in 2007-2008. Half of the principals in the 10 smallest districts in 2007-2008 had an age less than 51.

The combined age and experience distribution of full-time public school principals for 1997-1998 and 2007-2008 is shown in Table 43 and Figure 20. As with teachers, principals are able to retire under IPERS with full benefits when they are at least 55 years old and their combined age and experience is at least 88 years. The percent of principals eligible to retire in 2007-2008 was higher than the percent of principals eligible to retire in 1997-1998, 16.3 percent versus 12.5 percent. In the 10 largest districts in 2007-2008, 23.5 percent of the full-time principals had combined age and experience of 88 or more. In the 10 smallest districts in 2007-2008, 20 percent of the full-time principals had combined age and experience of 88 or more.

Table 42

IOWA FULL-TIME PUBLIC SCHOOL PRINCIPAL AGE DISTRIBUTIONS 1997-1998 AND 2007-2008

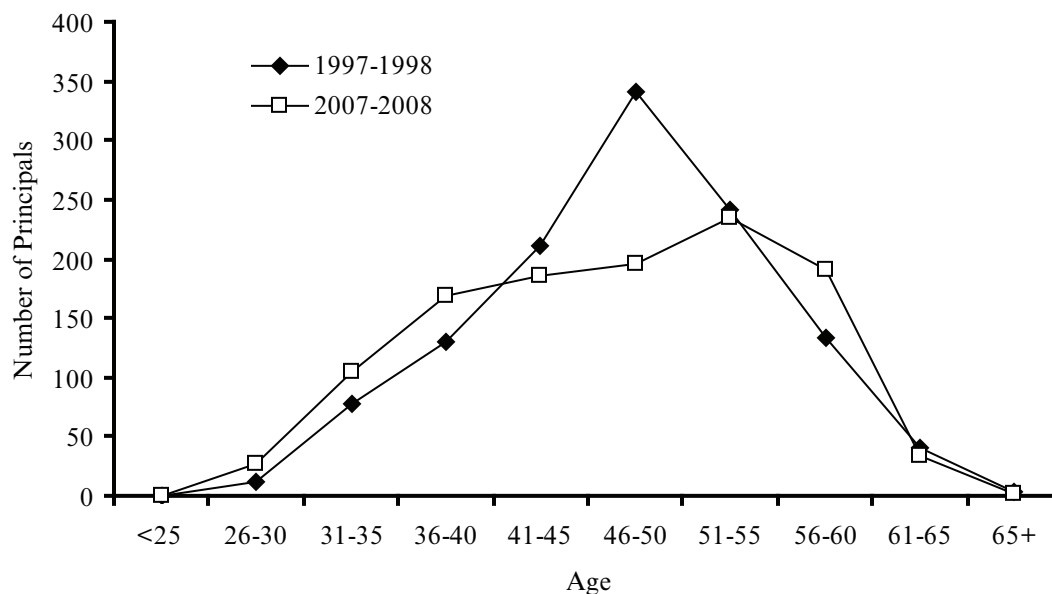
Age Interval	1997-1998				2007-2008			
	Cumulative Number	Total	Cumulative Percent	Percent	Cumulative Number	Total	Cumulative Percent	Percent
<25	0	0	0.0%	0.0%	0	0	0.0%	0.0%
26-30	11	11	0.9	0.9	27	27	2.4	2.4
31-35	77	88	6.5	7.4	104	131	9.1	11.5
36-40	130	218	10.9	18.3	169	300	14.8	26.3
41-45	211	429	17.7	36.1	186	486	16.3	42.6
46-50	341	770	28.7	64.8	196	682	17.2	59.8
51-55	242	1,012	20.4	85.1	234	916	20.5	80.3
56-60	133	1,145	11.2	96.3	190	1,106	16.7	96.9
61-65	41	1,186	3.4	99.7	33	1,139	2.9	99.8
65+	3	1,189	0.3	100.0	2	1,141	0.2	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Note: Includes AEA principals.

Figure 19

IOWA FULL-TIME PUBLIC SCHOOL PRINCIPAL AGE DISTRIBUTIONS 1997-1998 AND 2007-2008



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Note: Includes AEA principals.

Table 43

**COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA FULL-TIME
PUBLIC SCHOOL PRINCIPALS 1997-1998 AND 2007-2008**

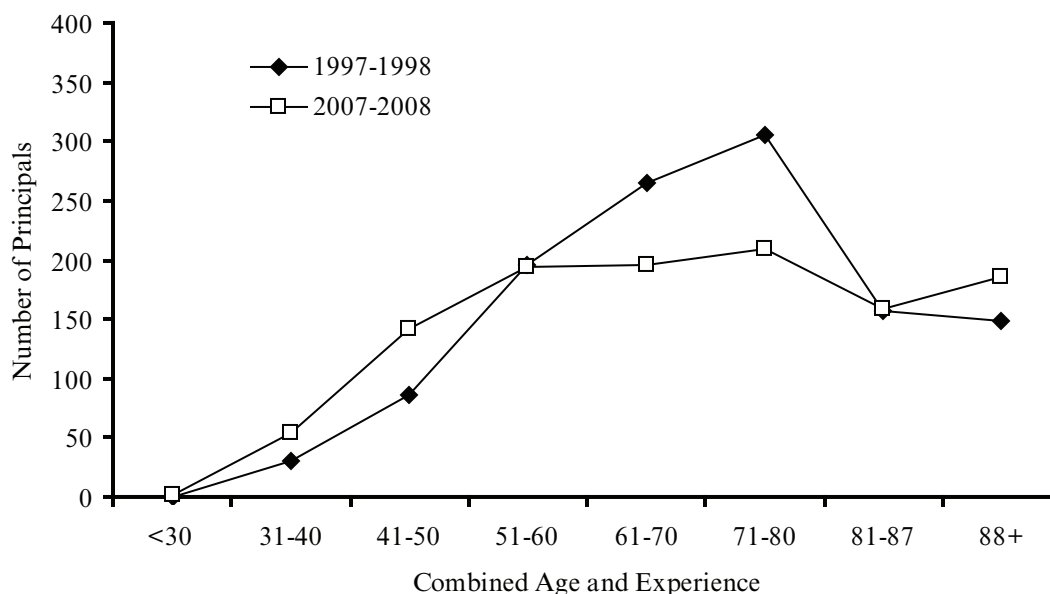
Combined Age and Experience	Number	1997-1998			2007-2008		
		Cumulative Total	Percent	Cumulative Percent	Cumulative Total	Percent	Cumulative Percent
<30	0	0	0.0%	0.0%	1	0.1%	0.1%
31-40	31	31	2.6	2.6	54	4.7	4.8
41-50	86	117	7.2	9.8	142	12.4	17.3
51-60	195	312	16.4	26.2	194	17.0	34.3
61-70	265	577	22.3	48.5	195	17.1	51.4
71-80	306	883	25.7	74.3	210	18.4	69.8
81-87	157	1,040	13.2	87.5	159	13.9	83.7
88+	149	1,189	12.5	100.0	186	16.3	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Note: Includes AEA principals.

Figure 20

**COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA FULL-TIME
PUBLIC SCHOOL PRINCIPALS 1997-1998 AND 2007-2008**



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Note: Includes AEA principals.

Principal Salaries

Principal Salaries by Enrollment Category

The average total salaries of full-time public school principals by enrollment category for 1997-1998, 2006-2007, and 2007-2008 are listed in Table 44. The average total salary of principals increased by 41.4 percent between 1997-1998 and 2007-2008 and by 3.7 percent between 2006-2007 and 2007-2008. The smallest enrollment category (less than 300 students) had the largest increase in average principal salary between 1997-1998 and 2007-2008, 59.7 percent, while the largest enrollment category (7,500 or more students) had the smallest increase in average principal salary between 1997-1998 and 2007-2008 (38.2 percent). Between 2006-2007 and 2007-2008, the 2,500-7,499 enrollment category had the smallest increase in average principal salary (2.7 percent) and the largest enrollment category (7,500 or more students) had the largest increase in average principal salary (4.5 percent). In the 10 smallest districts in 2007-2008, the average salary of full-time principals was \$64,306. This was an increase of 4.2 percent from 2006-2007 and an increase of 68.6 percent from 1997-1998.

Table 44

AVERAGE TOTAL SALARY OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS BY ENROLLMENT CATEGORY 1997-1998, 2006-2007, AND 2007-2008

Enrollment Category	Average Total Salary			Number of Principals 2007-2008	Percent Salary Change	
	1997-1998	2006-2007	2007-2008		1997-1998 to 2007-2008	2006-2007 to 2007-2008
<300	\$43,062	\$66,693	\$68,770	66	59.7%	3.1%
300-599	48,023	68,494	71,412	198	48.7	4.3
600-999	51,987	72,196	74,724	186	43.7	3.5
1,000-2,499	57,742	78,714	80,982	281	40.2	2.9
2,500-7,499	63,150	85,855	88,170	168	39.6	2.7
7,500+	65,460	86,596	90,456	238	38.2	4.5
AEA	63,305	88,735	93,269	4	47.3	5.1
State	57,060	77,813	80,673	1,141	41.4	3.7

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.
Note: Includes AEA principals.

Principal Salary — Gender Comparisons by Enrollment Category

Table 45 shows the average total salary of full-time public school principals in 1997-1998, 2006-2007, and 2007-2008 by gender and enrollment category. The average salary of male principals was \$912 higher than the average salary of female principals in 2007-2008. In 2007-2008, the smallest enrollment category (less than 300 students) had the

biggest difference in average salary between male and female principals, \$5,384. The 600-999 enrollment category had the smallest difference in average salary between male and female principals, \$1,348. Female principals had a higher percent increase in average salary between 1997-1998 and 2007-2008 than male principals, 44.3 percent compared to 40.6 percent. Both male and female principals had an increase in average salary of 3.7 percent between 2006-2007 and 2007-2008. The average salary of male full-time principals was \$70,369 and the average salary of female full-time principals was \$61,625 in the 10 smallest districts in 2007-2008.

Table 45

**GENDER COMPARISON OF IOWA FULL-TIME PUBLIC SCHOOL
PRINCIPAL AVERAGE TOTAL SALARY BY ENROLLMENT CATEGORY
1997-1998, 2006-2007, AND 2007-2008**

Enrollment Category	Female					Male				
	Average Total Salary			Percent Salary Change		Average Total Salary			Percent Salary Change	
	1997-1998	2006-2007	2007-2008	1997-1998 to 2007-2008	2006-2007 to 2007-2008	1997-1998	2006-2007	2007-2008	1997-1998 to 2007-2008	2006-2007 to 2007-2008
<300	\$38,767	\$64,072	\$65,670	69.4%	2.5%	\$44,182	\$68,513	\$71,054	60.8%	3.7%
300-599	45,377	65,318	68,236	50.4	4.5	48,985	69,633	72,634	48.3	4.3
600-999	48,595	70,018	73,746	51.8	5.3	52,881	73,029	75,094	42.0	2.8
1,000-2,499	53,795	75,469	77,812	44.6	3.1	58,918	80,084	82,452	39.9	3.0
2,500-7,499	60,993	82,672	85,574	40.3	3.5	63,884	87,765	89,612	40.3	2.1
7,500+	63,770	85,783	89,076	39.7	3.8	66,705	87,752	92,329	38.4	5.2
AEA	-	88,363	92,668	-	4.9	63,305	88,982	93,869	48.3	5.5
State	55,519	77,273	80,098	44.3	3.7	57,632	78,123	81,010	40.6	3.7

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Note: Includes AEA principals.

Superintendents

Superintendent Characteristics

The characteristics of full-time public school superintendents in 1997-1998, 2006-2007, and 2007-2008 are shown in Table 46. There were some district reorganizations between 1997-1998 and 2007-2008, which accounts for the decrease in the number of superintendents between the two years. In 2007-2008, there were 364 districts; however 28 districts reported having a part-time superintendent and 14 shared a superintendent that was listed as full-time. There were a few changes in the characteristics of superintendents between 1997-1998 and 2007-2008. The percent of female superintendents increased from 3.0 percent in 1997-1998 to 13.4 percent in 2007-2008. The percent of minority superintendents decreased from 1.2 percent to 0.9 percent between 1997-1998 and 2007-2008. The percent of superintendents with a specialist/doctorate degree increased from 47.2 percent in 1997-1998 to 58.4 percent in 2007-2008. The average age and years of experience remained about the same. The percent of female superintendents increased

from 11.3 percent to 13.4 percent between 2006-2007 and 2007-2008. The percent of superintendents with a specialist/doctorate degree decreased from 59.5 percent in 2006-2007 to 58.4 percent in 2007-2008. The average age and years of experience and percent of minority superintendents did not change significantly between 2006-2007 and 2007-2008. The average age of superintendents in the 10 largest districts in 2007-2008 was 56.1. The percent of minority superintendents was 10 percent, the percent of female superintendents was 20 percent, and the percent with a specialist/doctorate degree was 70 percent in the 10 largest districts. In the 10 largest districts, the average years of total experience was 21.6 and average years of district experience was 6.0 for superintendents. In the 10 smallest districts in 2007-2008, 50 percent of the full-time superintendents was female and 50 percent had a specialist/doctorate degree. The average age was 49.3, average years of total experience was 24.3, and average years of district experience was 17.8 for full-time superintendents in the 10 smallest districts in 2007-2008. There were not any minority full-time superintendents in the 10 smallest districts in 2007-2008.

Table 46

CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1997-1998, 2006-2007, AND 2007-2008			
Characteristics	1997-1998	2006-2007	2007-2008
Average Age	51.7	51.7	51.5
Percent Female	3.0%	11.3%	13.4%
Percent Minority	1.2%	0.9%	0.9%
Percent Specialist/Doctorate Degree	47.2%	59.5%	58.4%
Average Total Experience	26.1	26.5	26.2
Average District Experience	6.7	7.4	7.4
Number of Superintendents	337	326	322

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Note: Although every district is required to have a superintendent, a number of smaller districts share superintendents.

Superintendent Age

Table 47 and Figure 21 present the age distribution of full-time public school superintendents in 1997-1998 and 2007-2008. The highest percent of superintendents was 51-55 in 1997-1998 (30.3 percent) and 2007-2008 (28.9 percent). The majority of principals were between the age of 41 and 60 years old for both years presented. In 1997-1998, 84.6 percent were between the ages of 41 and 60 and in 2007-2008, 84.5 percent were between the ages of 41 and 60. In the 10 largest districts in 2007-2008, 60 percent of the superintendents were between the ages of 56 and 60. Half of the full-time superintendents in the 10 smallest districts in 2007-2008 was between the age of 51 and 55.

Table 47

IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS AGE DISTRIBUTIONS 1997-1998 AND 2007-2008

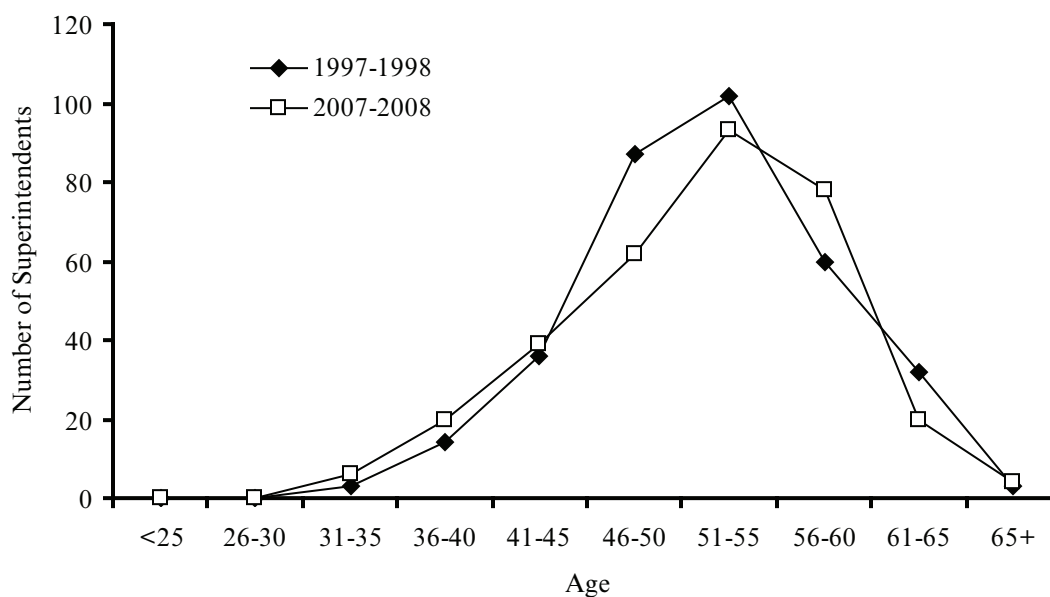
Combined Age and Experience	Number	1997-1998			Number	2007-2008		
		Cumulative Total	Percent	Cumulative Percent		Cumulative Total	Percent	Cumulative Percent
<25	0	0	0.0%	0.0%	0	0	0.0%	0.0%
26-30	0	0	0.0	0.0	0	0	0.0	0.0
31-35	3	3	0.9	0.9	6	6	1.9	1.9
36-40	14	17	4.2	5.0	20	26	6.2	8.1
41-45	36	53	10.7	15.7	39	65	12.1	20.2
46-50	87	140	25.8	41.5	62	127	19.3	39.4
51-55	102	242	30.3	71.8	93	220	28.9	68.3
56-60	60	302	17.8	89.6	78	298	24.2	92.5
61-65	32	334	9.5	99.1	20	318	6.2	98.8
65+	3	337	0.9	100.0	4	322	1.2	100.8

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Note: Although every district is required to have a superintendent, a number of smaller districts share superintendents.

Figure 21

IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENT AGE DISTRIBUTIONS 1997-1998 AND 2007-2008



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Superintendent Age and Experience

The combined age and experience of full-time public school superintendents in 1997-1998 and 2007-2008 are presented in Table 48 and Figure 22. Superintendents are eligible to retire with full benefits under IPERS when their combined age and experience is 88 and their age is at least 55. The percent of superintendents with combined age and experience of 88 years or more increased from 22.0 percent in 1997-1998 to 25.5 percent in 2007-2008. Forty percent of the superintendents in the 10 largest districts in 2007-2008 had combined age and experience of 88 years or more. In 2007-2008, 25.0 percent of the full-time superintendents had combined age and experience of 88 years or more in the 10 smallest districts.

Table 48

COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1997-1998 AND 2007-2008

Combined Age and Experience Interval	1997-1998				2007-2008			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
<30	0	0	0.0%	0.0%	0	0	0.0%	0.0%
31-40	1	1	0.3	0.3	2	2	0.6	0.6
41-50	7	8	2.1	2.4	10	12	3.1	3.7
51-60	26	34	7.7	10.1	35	47	10.9	14.6
61-70	65	99	19.3	29.4	42	89	13.0	27.6
71-80	96	195	28.5	57.9	82	171	25.5	53.1
81-87	68	263	20.2	78.0	69	240	21.4	74.5
88+	74	337	22.0	100.0	82	322	25.5	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Note: Although every district is required to have a superintendent, a number of smaller districts share superintendents.

Figure 22

COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1997-1998 AND 2007-2008



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Superintendent Salaries

Superintendent Salaries by Enrollment Category

Table 49 lists the average total salaries of full-time public school superintendents by enrollment category for 1997-1998, 2006-2007, and 2007-2008. For all years presented, the average salary increased as the enrollment size category increased. Superintendents in the largest enrollment category (7,500 students or more) had the largest percent increase in average salary between 1997-1998 and 2007-2008, 56.9 percent. The superintendents in the 600-999 and 1,000-2,499 enrollment categories had the smallest percent increase in average salary between 1997-1998 and 2007-2008, 49.6 percent. The percent increase in superintendent average salary between 2006-2007 and 2007-2008 ranged between 2.7 percent in the 1,000-2,499 enrollment category to 9.5 percent in the largest enrollment category (7,500 students or more). Full-time superintendents in the 10 smallest districts in 2007-2008 had an average salary of \$72,771, which was an increase of 7.5 percent from 2006-2007 and an increase of 39.8 percent from 1997-1998.

Table 49

AVERAGE TOTAL SALARY OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS BY ENROLLMENT CATEGORY 1997-1998, 2006-2007, AND 2007-2008						
Enrollment Category	Average Total Salary			Number of Superintendents 2007-2008	Percent Salary Change	
	1997-1998	2006-2007	2007-2008		1997-1998 to 2007-2008	2006-2007 to 2007-2008
<300	\$52,305	\$78,980	\$81,716	28	56.2%	3.5%
300-599	61,610	90,467	\$95,165	98	54.5	5.2
600-999	67,546	97,822	\$101,054	83	49.6	3.3
1,000-2,499	76,819	111,862	\$114,915	81	49.6	2.7
2,500-7,499	92,590	140,393	\$144,474	22	56.0	2.9
7,500+	108,721	155,743	\$170,537	10	56.9	9.5
State	70,337	102,008	\$106,191	322	51.0	4.1

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Note: Although every district is required to have a superintendent, a number of smaller districts share superintendents.

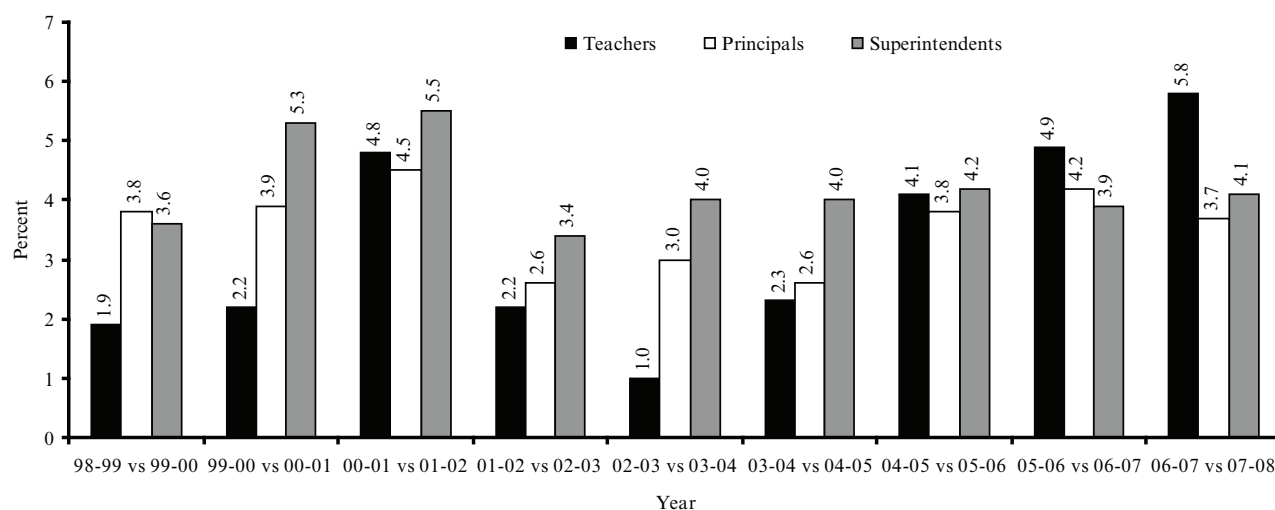
Teacher, Principal, and Superintendent Salary Comparison

Figure 23 shows the annual percentage increases in average salaries for full-time public school teachers, principals, and superintendents for 1998-1999 to 2007-2008. The average salary of superintendents had the greatest percent increase in every year except 1999-

2000, 2006-2007, and 2007-2008. The average principal salary had the greatest percent increase in 2001-2002, 4.5 percent. In 2006-2007 and 2007-2008, the average teacher salary had the greatest percent increase, 4.9 percent and 5.8 percent, respectively. The average principal salary had the smallest percent increase in 2007-2008, 3.7 percent compared to teachers (5.8 percent) and superintendents (4.1 percent).

Figure 23

**ANNUAL PERCENTAGE INCREASES IN AVERAGE SALARIES FOR IOWA FULL-TIME
PUBLIC SCHOOL TEACHERS, PRINCIPALS, SUPERINTENDENTS
1998-1999 vs. 1999-2000 TO 2006-2007 vs 2007-2008**



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

The average total salaries of full-time public school teachers, principals, and superintendents by enrollment category for 1997-1998 and 2007-2008 are shown in Table 50. In both years, the smaller enrollment categories had lower average salaries than the larger enrollment categories for teachers, principals, and superintendents. In 2007-2008, the average principal salary was 73.0 percent higher than the average teacher salary. The average superintendent salary was 127.8 percent higher than the average teacher salary and 31.6 percent higher than the average principal salary. In the 10 smallest districts in 2007-2008, the average principal salary was 81.7 percent higher than the average teacher salary. The average superintendent salary was 105.6 percent higher than the average teacher salary and 13.2 percent higher than the average principal salary in the 10 smallest districts in 2007-2008.

Table 50

**AVERAGE TOTAL SALARY COMPARISON OF IOWA FULL-TIME PUBLIC SCHOOL
TEACHERS, PRINCIPALS, AND SUPERINTENDENTS BY ENROLLMENT CATEGORY
1997-1998 AND 2007-2008**

Enrollment Category	1997-1998			2007-2008		
	Teachers	Principals	Superintendents	Teachers	Principals	Superintendents
<300	\$25,935	\$43,062	\$52,305	\$37,966	\$68,770	\$81,716
300-599	29,414	48,023	61,610	41,194	71,412	95,165
600-999	31,135	51,987	67,546	44,054	74,724	101,054
1,000-2,499	33,789	57,742	76,819	46,587	80,982	114,915
2,500-7,499	36,576	63,150	92,590	48,518	88,170	144,474
7,500+	37,205	65,460	108,721	49,881	90,456	170,537
AEA	33,663	63,305	-	48,830	93,269	-
State	34,084	57,060	70,337	46,626	80,673	106,191

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Notes: Includes AEA staff.

Teacher figures for 2007-2008 represent average salaries for full-time public school staff with teaching position codes. There were 5,058 full-time public school staff in 2007-2008 with teaching position codes who also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

Public School Guidance Counselors

Guidance Counselor Characteristics

Table 51 shows the characteristics of full-time public school guidance counselors in 1997-1998, 2006-2007, and 2007-2008. Between 1997-1998 and 2007-2008 there were some changes in the characteristics of guidance counselors. The average age decreased from 46.5 to 45.4 between 1997-1998 and 2007-2008. The percent of female guidance counselors increased from 58.8 percent to 72.3 percent and the percent of minority guidance counselors increased from 1.9 percent to 2.3 percent between 1997-1998 and 2007-2008. The percent of guidance counselors with advanced degrees decreased from 93.2 percent in 1997-1998 to 84.9 percent in 2007-2008. The average years of total experience decreased from 19.2 to 17.7 and the average years of district experience decreased from 11.9 to 10.8 between 1997-1998 and 2007-2008. The average age, percent minority, percent with advanced degrees, and average years of experience did not change significantly between 2006-2007 and 2007-2008. There was a slight increase in the percent of female guidance counselors from 70.9 percent in 2006-2007 to 72.3 percent in 2007-2008. There were 324 full-time guidance counselors in the 10 largest districts in 2007-2008. The average age was 46.8, average years total experience was 18.5, and average years district experience was 11.6 for full-time guidance counselors in the 10 largest districts. There were 79.3 percent female guidance counselors, 4.6 percent minority guidance counselors, and 94.8 percent of guidance counselors with an advanced degree in the 10 largest districts. There was one full-time guidance counselor in the 10 smallest districts in 2007-2008.

Table 51

CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL GUIDANCE COUNSELORS 1997-1998, 2006-2007, AND 2007-2008			
Characteristics	1997-1998	2006-2007	2007-2008
Average Age	46.5	45.6	45.4
Percent Female	58.8%	70.9%	72.3%
Percent Minority	1.9%	2.3%	2.3%
Percent Advanced Degree	93.2%	85.3%	84.9%
Average Total Experience	19.2	18.0	17.7
Average District Experience	11.9	11.1	10.8
Number of Guidance Counselors	1,222	1,160	1,182

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Note: Does not include AEA staff. Every district is required to have a guidance counselor, but some may share with another district or have a waiver.

Number of Guidance Counselors by Enrollment Category

The number of districts and number of full-time and part-time public school guidance counselors by enrollment category for 1997-1998, 2006-2007, and 2007-2008 is shown in Table 52. As stated in the *Iowa Code* (256.11), all districts are required to have a guidance counselor who is licensed by the Board of Educational Examiners. Some of the districts may not have reported staffing a guidance counselor on the fall BEDS report due to the fact that they can share a guidance counselor with another district or apply for a waiver of these requirements with the Iowa Department of Education. The number of full-time guidance counselors decreased by 3.3 percent between 1997-1998 and 2007-2008 and increased by 1.9 percent between 2006-2007 and 2007-2008. The number of part-time guidance counselors did not change significantly between 1997-1998 and 2007-2008 or between 2006-2007 and 2007-2008. There was one full-time and two part-time guidance counselors reported in the 10 smallest districts in 2007-2008.

Table 52

FULL-TIME AND PART-TIME IOWA PUBLIC SCHOOL GUIDANCE COUNSELORS BY ENROLLMENT CATEGORY 1997-1998, 2006-2007, AND 2007-2008									
Enrollment Category	Number of Districts			Full-Time			Part-Time		
	1997-1998	2006-2007	2007-2008	1997-1998	2006-2007	2007-2008	1997-1998	2006-2007	2007-2008
<300	34	51	53	10	23	19	1	7	7
300-599	111	109	111	123	117	128	14	17	17
600-999	112	93	88	207	170	159	16	6	10
1,000-2,499	86	81	80	324	303	306	7	9	6
2,500-7,499	25	22	22	245	249	246	5	6	4
7,500+	9	9	10	313	298	324	16	15	14
State	377	365	364	1,222	1,160	1,182	59	60	58

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Note: Does not include AEA staff. Every district is required to have a guidance counselor, but some may share with another district or have a waiver.

Guidance Counselor Salaries

Guidance Counselor Salaries by Enrollment Category

The average salaries of full-time public school guidance counselors by enrollment category for 1997-1998, 2006-2007, and 2007-2008 are shown in Table 53. The average salary for guidance counselors was higher in the larger enrollment categories than in the smaller enrollment categories. The percent change in average salary of guidance counselors between 1997-1998 and 2007-2008 ranged between 30.5 percent in the 2,500-7,499 enrollment category to 43.7 percent in the 300-599 enrollment category. The 1,000-2,499 enrollment category had the highest percent increase in guidance counselor average salary between 2006-2007 and 2007-2008, 6.4 percent. The smallest enrollment category (less than 300 students) had the smallest increase in guidance counselor average salary between 2006-2007 and 2007-2008, 4.5 percent.

Table 53

AVERAGE TOTAL SALARY OF IOWA FULL-TIME PUBLIC SCHOOL GUIDANCE COUNSELORS BY ENROLLMENT CATEGORY 1997-1998, 2006-2007, AND 2007-2008					
Enrollment Category	Average Total Salary			Percent Salary Change	
	1997-1998	2006-2007	2007-2008	1997-1998 to 2007-2008	2006-2007 to 2007-2008
<300	\$30,543	\$40,185	\$42,000	37.5%	4.5%
300-599	32,222	44,009	46,319	43.7	5.2
600-999	34,718	46,495	48,696	40.3	4.7
1,000-2,499	38,137	49,288	52,443	37.5	6.4
2,500-7,499	42,550	52,952	55,534	30.5	4.9
7,500+	42,927	53,694	56,359	31.3	5.0
State	39,012	50,084	52,825	35.4	5.5

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Note: Does not include AEA staff. Every district is required to have a guidance counselor, but some may share with another district or have a waiver.

Public School Library/Media Staff

Licensed Library/Media Specialists Characteristics

Library/media specialists are library/media staff who are licensed through the Board of Educational Examiners. These staff are reported on the licensed staff form of the fall BEDS. Table 54 presents the characteristics of library/media specialists for 1997-1998, 2006-2007, and 2007-2008. The characteristics of library/media specialists changed between 1997-1998 and 2007-2008. The average age increased from 47.4 in 1997-1998 to 50.6 in 2007-2008. The percent of female library/media specialists increased from

89.8 percent to 94.0 percent and the percent of minority library/media specialists decreased from 1.0 percent to 0 percent between 1997-1998 and 2007-2008. The percent of library/media specialists with advanced degrees decreased slightly from 60 percent in 1997-1998 to 59.2 percent in 2007-2008. The average years of total experience increased from 19.3 to 20.9 and the average years of district experience increased from 13.4 to 14.9 between 1997-1998 and 2007-2008. There were some slight changes in the characteristics of library/media specialists between 2006-2007 and 2007-2008. The percent of females increased from 92.6 percent to 94.0 percent and the percent of minorities decreased from 0.4 percent to 0.9 percent between 2006-2007 and 2007-2008. There were 121 full-time library/media specialists in the 10 largest districts in 2007-2008. The average age of full-time library/media specialists in the 10 largest districts was 51. The average years of total experience was 20.3 and average years of district experience was 14.1 for library/media specialists in the 10 largest districts. About 93.0 percent of the library/media specialists in the 10 largest districts were female and about 72.0 percent had an advanced degree. There were not any minority library/media specialists in the 10 largest districts. There was one full-time library/media specialist in the 10 smallest districts in 2007-2008.

Table 54

**CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL LICENSED
LIBRARY/MEDIA SPECIALISTS 1997-1998, 2006-2007, AND 2007-2008**

Characteristics	1997-1998	2006-2007	2007-2008
Average Age	47.4	50.7	50.6
Percent Female	89.8%	92.6%	94.0%
Percent Minority	1.0%	0.4%	0.0%
Percent Advanced Degree	60.0%	61.8%	59.2%
Average Total Experience	19.3	21.2	20.9
Average District Experience	13.4	14.9	14.9
Number of Library/Media Specialists	703	497	503

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Note: Does not include AEA staff. Every district is required to have a library/media specialist, but some may share with another district or have a waiver.

Number of Licensed Library/Media Specialists by Enrollment Category

Table 55 lists the number of library/media specialists by enrollment category for 1997-1998, 2006-2007, and 2007-2008. *Iowa Code* (256.11) requires each district to have a licensed library/media specialist. Districts are required to report these staff on the licensed staff form of the fall BEDS. However, some may not have reported staffing a library/media specialist due to the fact that they can share with another district or apply for a waiver of these requirements with the Iowa Department of Education. The 1,000-2,499 enrollment category had the largest number of full-time library/media specialists (139) and the 300-599 enrollment category had the largest number of part-time library/media specialists (17) in 2007-2008. The smallest enrollment category (less than 300 students) had the smallest number of full-time library/media specialists (11) and the 2,500-7,499

enrollment category had the smallest number of part-time library/media specialists (1) in 2007-2008. The number of full-time library/media specialists decreased by 28.4 percent between 1997-1998 and 2007-2008 and increased by 1.2 percent between 2006-2007 and 2007-2008. The number of part-time library/media specialists decreased by 41.2 percent between 1997-1998 and 2007-2008 and increased by 11.1 percent between 2006-2007 and 2007-2008. In the 10 smallest districts in 2007-2008, there was one full-time and two part-time library/media specialists reported on the BEDS reports.

Table 55

FULL-TIME AND PART-TIME LICENSED LIBRARY/MEDIA SPECIALISTS BY ENROLLMENT CATEGORY 1997-1998, 2006-2007, AND 2007-2008

Enrollment Category	Number of Districts			Full-Time			Part-Time		
	1997-1998	2006-2007	2007-2008	1997-1998	2006-2007	2007-2008	1997-1998	2006-2007	2007-2008
<300	34	51	53	8	13	11	14	6	11
300-599	111	109	111	80	50	51	24	15	17
600-999	112	93	88	129	73	64	10	3	3
1,000-2,499	86	81	80	187	143	139	9	6	5
2,500-7,499	25	22	22	138	117	117	5	1	1
7,500+	9	9	10	161	101	121	6	5	3
State	377	365	364	703	497	503	68	36	40

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Note: Does not include AEA staff. Every district is required to have a library/media specialist, but some may share with another district or have a waiver.

Licensed Library/Media Specialist Salaries

Library/Media Specialists Salaries by Enrollment Category

The average total salaries of full-time public school library/media specialists by enrollment category for 1997-1998, 2006-2007, and 2007-2008 are listed in Table 56. The average salary of library/media specialists increased by 41.6 percent between 1997-1998 and 2007-2008 and by 5.7 percent between 2006-2007 and 2007-2008. The smallest enrollment category (less than 300 students) had the largest percent increase in library/media specialist average salary between 1997-1998 and 2007-2008 (55.2 percent) and between 2006-2007 and 2007-2008 (11.5 percent). The largest enrollment category (7,500 or more students) had the smallest percent increase in library/media specialist average salary between 1997-1998 and 2007-2008 (36.9 percent) and between 2006-2007 and 2007-2008 (3.6 percent).

Table 56

**AVERAGE TOTAL SALARY OF FULL-TIME PUBLIC SCHOOL LICENSED
LIBRARY/MEDIA SPECIALISTS BY ENROLLMENT CATEGORY
1997-1998, 2006-2007, AND 2007-2008**

Enrollment Category	Average Total Salary			Percent Salary	
	1997-1998	2006-2007	2007-2008	1997-1998 to 2007-2008	2006-2007 to 2007-2008
<300	\$27,494	\$38,286	\$42,676	55.2%	11.5%
300-599	31,087	42,097	44,896	44.4	6.6
600-999	32,880	45,452	47,660	45.0	4.9
1,000-2,499	36,313	49,153	51,337	41.4	4.4
2,500-7,499	40,165	52,221	55,488	38.2	6.3
7,500+	41,014	54,167	56,138	36.9	3.6
State	36,821	49,356	52,147	41.6	5.7

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Note: Does not include AEA staff. Every district is required to have a library/media specialist, but some may share with another district or have a waiver.

Library/Media Associates

Library/Media Associates FTE by Enrollment Category

Library/Media associates are reported on the Non-Licensed Staff form of the fall BEDS. They are staff that support the library/media specialists in the library/media center. Table 57 presents the number of full-time equivalent (FTE) library/media associates by enrollment category for 1997-1998, 2006-2007, and 2007-2008. Between 1997-1998 and 2007-2008, the number of FTE library/media associates in the state decreased by 23.1 percent. The smallest enrollment category (less than 300 students) and the 300-599 enrollment category were the only categories to have an increase in the number of FTE library/media associates between 1997-1998 and 2007-2008. The largest decrease in the number of FTE library/media associates between 1997-1998 and 2007-2008 was 54.1 percent in the 2,500-7,499 enrollment category. The number of FTE library/media associates in the state decreased by 4.4 percent between 2006-2007 and 2007-2008. The largest enrollment category (7,500 students or more) was the only enrollment category to have an increase in the number of FTE library/media associates between 2006-2007 and 2007-2008, 12.8 percent. The largest decrease in the number of FTE library/media associates between 2006-2007 and 2007-2008 was 13.5 percent in the 2,500-7,499 enrollment category. In the 10 smallest districts in 2007-2008, there were 4.6 library/media associates.

Table 57

IOWA PUBLIC SCHOOL NON-LICENSED LIBRARY/MEDIA ASSOCIATES BY ENROLLMENT CATEGORY 1997-1998, 2006-2007, AND 2007-2008

Enrollment Category	Number of Full-Time Equivalent Associates			1997-1998 to 2007-2008	2006-2007 to 2007-2008
	1997-1998	2006-2007	2007-2008		
<300	22.6	32.7	31.6	39.8%	-3.4%
300-599	118.3	131.6	129.2	9.2	-1.8
600-999	221.6	185.4	177.4	-19.9	-4.3
1,000-2,499	259.9	256.1	241.1	-7.2	-5.9
2,500-7,499	319.3	169.4	146.6	-54.1	-13.5
7,500+	134.3	90.3	101.9	-24.1	12.8
State	1,076.0	865.5	827.8	-23.1	-4.4

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Non-Licensed Staff files.

Note: Does not include AEA staff.

Area Education Agency (AEA) Licensed Staff

Characteristics of AEA Licensed Staff

There were 10 area education agencies (AEAs) in 2007-2008 in Iowa. These AEAs have personnel who develop and provide programs, services, leadership in school improvement, professional development, emerging educational practices, school-community planning, curriculum, special education, school technology, and media services to school districts in the state. The characteristics of full-time licensed AEA staff in 1997-1998, 2006-2007, and 2007-2008 are shown in Table 58. The average age of licensed AEA staff increased from 44.4 to 46.4 between 1997-1998 and 2007-2008. The percent of female AEA staff increased from 72.9 percent to 84.7 percent between 1997-1998 and 2007-2008. The percent of minority AEA staff increased from 1.2 percent to 1.4 percent and the percent of AEA staff with advanced degrees increased from 76.5 percent to 78.9 percent between 1997-1998 and 2007-2008. The average years of total experience increased from 17.0 in 1997-1998 to 18.5 in 2007-2008. The average total salary of AEA licensed staff increased from \$41,046 to \$56,621 (37.9 percent) between 1997-1998 and 2007-2008. There was not a significant change in the average number of contract days between 1997-1998 and 2007-2008. The majority of the characteristics of licensed AEA staff remained the same between 2006-2007 and 2007-2008. The percent of female AEA staff increased from 83.6 percent in 2006-2007 to 84.7 percent in 2007-2008. The average total salary of AEA licensed staff increased by 6.7 percent between 2006-2007 and 2007-2008.

Table 58

**CHARACTERISTICS OF IOWA FULL-TIME LICENSED AEA STAFF
1997-1998, 2006-2007, AND 2007-2008**

Characteristics	1997-1998	2006-2007	2007-2008
Average Age	44.4	46.3	46.4
Percent Female	72.9%	83.6%	84.7%
Percent Minority	1.2%	1.5%	1.4%
Percent Advanced Degree	76.5%	79.3%	78.9%
Average Total Experience	17.0	18.6	18.5
Average Number of Contract Days	198.2	198.7	198.1
Average Total Salary	\$41,046	\$53,065	\$56,621
Number of AEA Staff	2129	2342	2317

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

AEA Licensed Staff by Position

On the fall BEDS licensed staff form up to 10 positions/assignments can be reported for each staff member. Table 59 shows the breakdown of the 2,317 AEA licensed staff in 2007-2008 by the first position that is listed for each staff member on the fall BEDS. The highest percent (41.3 percent) of the AEA licensed staff held a Special Education Support position.

Table 59

NUMBER OF FULL-TIME LICENSED AEA STAFF BY POSITION 2007-2008

Position	Number	Percent
AEA Consultant	150	6.5%
Administrator (Other)	94	4.1
Assistant Principal	1	0.0
Consultant	280	12.1
Counselor	1	0.0
Curriculum Coordinator/Department Head	22	0.9
Director (Special Education)	14	0.6
Early Childhood	48	2.1
Home Intervention Teacher (Preschool Only)	81	3.5
Hospital/Homebound Teacher	6	0.3
Itinerant Teacher	89	3.8
Library/Media Specialist	9	0.4
Principal	4	0.2
Regular Education Teacher	28	1.2
Social Worker	207	8.9
Special Education Support	956	41.3
Special Education Consultant	75	3.2
Special Education Teacher	214	9.2
Specialist	11	0.5
Supervisor	27	1.2
Total	2,317	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Note: Figures may not total 100 percent due to rounding.

Licensed Staff State Totals

Table 60 presents the distribution of Iowa public and nonpublic school full-time licensed staff by AEA for 2007-2008. Prairie Lakes AEA had the highest percent of districts (16.5 percent), while Heartland AEA had the highest percent of public school (24.9 percent) and nonpublic school (21.2 percent) licensed staff. Green Valley AEA had the lowest percent of public school (2.5 percent) and nonpublic school (0.4 percent) licensed staff.

Table 60

DISTRIBUTION OF IOWA PUBLIC SCHOOL AND NONPUBLIC SCHOOL TOTAL FULL-TIME LICENSED STAFF BY AEA 2007-2008						
AEA	Districts		Public School Licensed Staff		Nonpublic School Licensed Staff	
	N	Percent	N	Percent	N	Percent
Keystone 1	24	6.6%	2,698	6.6%	357	14.6%
AEA 267	48	13.2	2,936	7.2	276	11.3
Prairie Lakes 8	60	16.5	5,493	13.5	189	7.7
Mississippi Bend 9	22	6.0	3,974	9.8	203	8.3
Grant Wood 10	33	9.1	5,341	13.1	331	13.6
Heartland 11	54	14.8	10,119	24.9	518	21.2
Northwest	36	9.9	3,227	7.9	373	15.3
Loess Hills 13	31	8.5	2,556	6.3	84	3.4
Green Valley 14	20	5.5	1,000	2.5	9	0.4
Great Prairie	36	9.9	3,286	8.1	99	4.1
State	364	100.0	40,630	100.0	2,439	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.

Note: AEA full-time licensed staff are included. Figures may not total 100 percent due to rounding.

Public School Nurses

Information on nurses that have a statement of professional recognition issued by the Board of Educational Examiners (BOEE) is collected through the Licensed Staff form on the fall BEDS. The number of full-time equivalent (FTE) nurses that do not have a statement of professional recognition issued by the BOEE is collected through the non-licensed staff form on the fall BEDS. Table 61 lists the number of FTE nurses from the non-licensed staff form and the number of full-time and part-time nurses from the licensed staff form by enrollment category for 2007-2008. The 1,000-2,499 had the highest number of FTE staff reported on the non-licensed staff form (125.1). The largest enrollment category (7,500 students or more) had the highest number of nurses reported on the Licensed Staff form — 43 full-time and 11 part-time nurses. There were 1.1 FTE public school nurses in the 10 smallest districts in 2007-2008. As stated in the *Iowa Code* (256.11), all school districts are required to have a school nurse. Some districts may not have reported having a school nurse on the fall BEDS report (Table 62) due to the fact that they can share a nurse with another district or they can apply for a waiver of these requirements with the Iowa Department of Education.

Table 61

IOWA PUBLIC SCHOOL NURSES BY ENROLLMENT CATEGORY 2007-2008			
Enrollment Category	Non-Licensed Nurse FTE	Full-Time Licensed	Part-Time Licensed
<300	10.0	0	0
300-599	56.6	5	1
600-999	64.1	0	0
1,000-2,499	125.1	8	3
2,500-7,499	82.3	8	8
7,500+	109.7	43	11
State	447.8	64	23

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff and Non-licensed Staff files.

Note: Does not include AEA staff. Every district is required to have a nurse, but some may share with another district or have a waiver.

Table 62

NUMBER OF IOWA PUBLIC SCHOOL DISTRICTS WITHOUT A NURSE BY ENROLLMENT CATEGORY 2007-2008			
Enrollment Category	Total Number of Districts	Number of Districts with No Nurse	Percent of Districts with No Nurse
<300	53	32	60.4%
300-599	111	40	36.0
600-999	88	28	31.8
1,000-2,499	80	7	8.8
2,500-7,499	22	3	13.6
7,500+	10	1	10.0
State	364	111	30.5

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff and Non-licensed Staff files.

Note: Does not include AEA staff. Every district is required to have a nurse, but some may share with another district or have a waiver.

PROGRAM

The Program chapter provides information regarding the school district organizational structure, curriculum data regarding courses offered and taught, district graduation requirements, class size for kindergarten through third grade, early childhood, technology expenditures, and availability of computers.

School District Organizational Structure

Information regarding organizational structure is provided annually to the Iowa Department of Education by public school districts through the Basic Educational Data Survey (BEDS) and reflects how school districts are organized to deliver programs and services to students. Tables 63 and 64 show substantial changes in the pattern of school districts' structures since 1998-1999. The number of organizational structures nearly tripled, going from 19 in 1998-1999 to 60 in 2007-2008.

Table 63

ORGANIZATIONAL STRUCTURES FOR IOWA PUBLIC SCHOOL DISTRICTS 1998-1999		
Structure (Grade Level Included)	Number of Districts	Percent of Total Districts
K-5, 6-8, 9-12	112	29.9%
K-6, 7-8, 9-12	101	26.9
K-4, 5-8, 9-12	45	12.0
PK-5,6-8,9-12	37	9.9
PK-6, 7-8, 9-12	36	9.6
PK-4, 5-8, 9-12	13	3.5
K-6, 7-12	7	1.8
K-4, 5-6, 7-8, 9-12	4	1.0
PK-6, 7-12	4	1.0
K-6, 7-9, 10-12	4	1.0
K-3, 4-8, 9-12	3	0.8
PK-6, 7-9, 10-12	2	0.5
PK-2, 3-6, 7-8, 9-12	1	0.3
K-3, 4-5, 6-8, 9-12	1	0.3
K-3, 4-6, 7-8, 9-12	1	0.3
PK-3, 4-7, 8-12	1	0.3
K-3, 4-6, 7-9, 10-12	1	0.3
PK-3, 4-6, 7-8, 9-12	1	0.3
PK-5, 6-7, 8-9, 10-12	1	0.3
	375	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Class Policies and Procedures file.

The major changes since 1998-1999 include more districts offering pre-kindergarten in districts and an increase in the number of separate early elementary buildings. In 1998-1999 just over 25 percent of districts' organizational structures included pre-kindergarten, compared to 72.3 percent in 2007-2008.

Table 64

ORGANIZATIONAL STRUCTURES FOR IOWA PUBLIC SCHOOL DISTRICTS 2007-2008					
Structure (Grade Level Included)	Number of Districts	Percent of Total Districts	Structure (Grade Level Included)	Number of Districts	Percent of Total Districts
PK-5, 6-8, 9-12	54	14.84%	PK-8, 9-12	2	0.55%
PK-6, 7-12	48	13.19	K-1, 2-5, 6-12	1	0.27
PK-4, 5-8, 9-12	39	10.71	K-2, 3-4, 5-8, 9-12	1	0.27
K-5, 6-8, 9-12	26	7.14	K-3, 4, 5-8, 9-12	1	0.27
PK-6, 7-8, 9-12	25	6.87	K-3, 4-6, 7-8, 9-12	1	0.27
K-6, 7-12	24	6.59	K-3, 4-6, 7-9, 10-12	1	0.27
PK-5, 6-12	19	5.22	K-4, 5, 6-8, 9-12	1	0.27
K-4, 5-8, 9-12	12	3.30	K-4, 5-6, 7-8, 9-12	1	0.27
PK-3, 4-5, 6-8, 9-12	9	2.47	K-8, 9-12	1	0.27
PK-6, 7-12*	9	2.47	PK-K, 1, 2, 3-5, 6-8, 9-12	1	0.27
K-6, 7-8, 9-12	8	2.20	PK-K, 1-2, 3-6, 7-8, 9-12	1	0.27
PK-2, 3-5, 6-8, 9-12	7	1.92	PK-K, 1-3, 4-5, 6-8, 9-12	1	0.27
PK-5, 6-8, 9-12*	6	1.65	PK-K, 1-5, 6-8, 9-12	1	0.27
K-3, 4-5, 6-8, 9-12	4	1.10	PK-K, 1-6, 7-12	1	0.27
K-6, 7-12*	4	1.10	PK-1, 2, 3-8, 9-12	1	0.27
PK-3, 4-6, 7-8, 9-12	4	1.10	PK-1, 2-3, 4-5, 6-8, 9-12	1	0.27
PK-5, 6-7, 8-9, 10-12	4	1.10	PK-1, 2-5, 6-8, 9-12	1	0.27
K-5, 6-8, 9-12*	3	0.82	PK-1, 2-6, 7-8, 9-12	1	0.27
K-5, 6-12	3	0.82	PK-2, 3-5, 6*, 7-8, 9-12	1	0.27
PK-3, 4-8, 9-12	3	0.82	PK-2, 3-5, 6-12	1	0.27
PK-4, 5-8, 9-12*	3	0.82	PK-3, 4-6, 7-12	1	0.27
PK-5, 6-8*, 9-12	3	0.82	PK-3, 4-8*, 9-12	1	0.27
K-4, 5-8*, 9-12	2	0.55	PK-3, 4-12	1	0.27
K-4, 5-8, 9-12*	2	0.55	PK-4, 5-6, 7-8, 9-12	1	0.27
K-5, 6-8*, 9-12	2	0.55	PK-5, 6*, 7-8, 9-12	1	0.27
K-6, 7-9, 10-12	2	0.55	PK-5, 6-8*, 9-12*	1	0.27
PK-K, 1-2, 3-5, 6-8, 9-12	2	0.55	PK, K-4*, 5-8, 9-12*	1	0.27
PK-1, 2-4, 5-8, 9-12	2	0.55	PK, K-3, 4-6, 7-8, 9-12	1	0.27
PK-2, 3-4, 5-8, 9-12	2	0.55	PK, K-4, 5-8*, 9-12	1	0.27
PK-4, 5-8*, 9-12	2	0.55	PK, K-4, 5-8, 9-12	1	0.27
				364	100.00

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Address file.

Notes: Totals may not add to 100 due to rounding.
*Indicates a whole-grade sharing grade.

Table 65 shows the number (42) and percent (11.5) of districts sending students out of district as part of a whole-grade sharing agreement with another district. The grades sent out of district typically were high school level with 3.3 percent of districts sending grades 7-12 out of district and 3.6 percent of districts sending 9-12 out of district.

Table 65

ORGANIZATIONAL STRUCTURES FOR DISTRICTS WHOLE-GRADE SHARING 2007-2008		
Structure (Grade Level Included)	Number of Districts	Percent of Total Districts
7-12	12	3.3
9-12	13	3.6
5-8	6	1.6
6-8	5	1.4
6	2	0.5
6-12	1	0.3
4, 9-12	1	0.3
K-4, 9-12	1	0.3
4-8	1	0.3
Total	42	11.5

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Address file.

Carnegie Unit Taught

The *Iowa Administrative Code* 12.5 (14) defines a Carnegie unit as the equivalent of a course that meets a minimum of 200 minutes per week for 36 weeks or is taught for the equivalent of 120 hours of instruction. In other words, one Carnegie unit is represented by a course that is offered and taught daily for the entire school year. Throughout the period of 2004-2005 through 2007-2008, the number of Carnegie units offered and taught was directly correlated with enrollment size (Table 66). With the exception of foreign language (waiver provisions are available), all district sizes met or exceeded state minimum requirements in the major curriculum areas.

Table 66

**AVERAGE CURRICULUM UNITS OFFERED AND TAUGHT BY
DISTRICT ENROLLMENT CATEGORY 2004-2005 TO 2007-2008**

			Enrollment Category					
	State Standards Minimum Units	<300	300- 599	600- 999	1,000- 2,499	2,500 7,499	7,500+	State
2004-2005								
# Districts		25	109	95	81	22	9	341
English/Language Arts	6	7.04	7.14	7.42	8.70	11.76	16.19	8.11
Mathematics	6	7.58	7.37	8.05	8.82	12.19	15.82	8.46
Science	5	5.51	5.94	6.51	6.90	10.13	15.33	6.81
Social Studies	5	5.33	5.63	6.01	6.31	9.17	11.88	6.27
Foreign Language	4	3.48	4.03	4.26	6.14	11.16	17.41	5.37
Fine Arts	3	4.76	5.16	6.10	6.86	10.73	15.83	6.43
2005-2006								
# Districts		27	107	93	82	23	9	341
English/Language Arts	6	6.62	7.05	7.72	8.90	11.38	16.73	8.19
Mathematics	6	6.59	7.47	7.95	9.27	11.51	16.43	8.47
Science	5	5.43	5.96	6.57	7.23	10.47	14.71	6.93
Social Studies	5	5.26	5.67	5.92	6.81	8.53	13.10	6.37
Foreign Language	4	3.42	4.08	4.44	6.08	10.61	17.79	5.42
Fine Arts	3	4.49	5.12	6.00	6.94	10.25	16.28	6.39
2006-2007								
# Districts		31	105	93	81	22	9	341
English/Language Arts	6	6.93	7.22	7.52	9.22	11.73	17.33	8.31
Mathematics	6	7.11	7.71	8.35	9.41	12.43	19.50	8.85
Science	5	5.88	6.06	6.42	7.60	10.22	16.03	7.04
Social Studies	5	5.62	5.60	6.94	7.15	9.14	15.55	6.55
Foreign Language	4	3.67	4.19	4.22	5.95	11.70	18.26	5.43
Fine Arts	3	4.60	5.45	6.14	7.05	10.04	21.87	6.68
2007-2008								
# Districts		32	105	88	80	22	10	337
English/Language Arts	6	6.89	7.38	7.79	9.17	12.49	18.46	8.53
Mathematics	6	7.26	7.87	8.43	9.41	12.31	17.45	8.90
Science	5	5.76	6.33	6.76	7.50	10.61	15.51	7.22
Social Studies	5	5.51	5.99	6.00	7.00	9.40	14.60	6.66
Foreign Language	4	3.68	4.11	4.34	5.93	11.39	17.46	5.44
Fine Arts	3	4.79	5.64	6.22	7.31	10.49	20.03	6.86

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER, Archived Course Group files. Enrollment categories are defined by Certified Enrollment.

Enrollments in Foreign Language, Higher-Level Mathematics, and Higher-Level Science Courses

The Iowa Department of Education started to collect course-taken data at the student level through Project EASIER in 2004-2005. Along with the Iowa Student State ID System, Project EASIER can track a high school student's course-taken from ninth grade to 12th grade. A real four-year course-taken pattern is available for the first time for *The Annual Condition of Education Report*. Tables 67 to 71 describe Iowa's public high school four-year enrollment in foreign language, higher level mathematics (pre-calculus, calculus, statistics, trigonometry, advanced placement mathematics, and other specific courses identified as advanced mathematics), and higher-level science (chemistry and physics) courses for graduating class of 2007. The course enrollments only include the students who enrolled in Iowa public high schools in each of the last four years. Each table shows non-duplicate enrollment at the state level and by district enrollment category. Gender comparisons are reported by subject areas.

Foreign Language Enrollments

Table 67 examines foreign language course enrollment in Iowa public high schools for 2007 graduating class. Overall, more than 80 percent of the students in the graduating class of 2007 took at least one foreign language course between 2004-2005 and 2007-2008. The female enrollment in foreign languages was 12 percent higher than male enrollment (86.7 percent vs. 74.7 percent). The percent of students enrolled in foreign language courses was higher for the districts with enrollment between 600 and 7,500 than the districts in the smallest and largest enrollment categories.

Table 67

IOWA PUBLIC SCHOOL GRADUATING CLASS OF 2007 NON-DUPLICATE ENROLLMENT IN FOREIGN LANGUAGE COURSES BY ENROLLMENT CATEGORY

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Enrollment in Foreign Language	564	3,336	4,332	7,671	5,641	7,391	28,935
Number of Students Who Enrolled in Iowa Public Schools in Each of the Last Four Years	726	4,224	5,340	9,401	6,801	9,444	35,936
Percent of Students Who Enrolled in Foreign Language	77.7%	79.0%	81.1%	81.6%	82.9%	78.3%	80.5%
Female Enrollment in Foreign Language	287	1,798	2,271	3,996	2,868	3,895	15,115
Number of Female Students Enrolled in Iowa Public Schools in Each of the Last Four Years	327	2,051	2,577	4,585	3,261	4,642	17,443
Percent of Female Students Who Enrolled in Foreign Language	87.8%	87.7%	88.1%	87.2%	87.9%	83.9%	86.7%
Male Enrollment in Foreign Language	277	1,538	2,061	3,675	2,773	3,496	13,820
Number of Male Students Enrolled in Iowa Public Schools in Each of the Last Four Years	399	2,173	2,763	4,816	3,540	4,802	18,493
Percent of Male Students Who Enrolled in Foreign Language	69.4%	70.8%	74.6%	76.3%	78.3%	72.8%	74.7%

Source: Iowa Department of Education, Project EASIER, and Certified Enrollment files.

Note: The analysis includes the students who were in the Iowa public school system from 2004-2005 to 2007-2008.

Nearly 29,000 of the students in the graduating class of 2007 took at least one of the foreign language courses, about 25,000 of them took Spanish (Table 68). Six other major languages French, German, Japanese, Italian, Chinese, and Russian, along with other foreign languages were taken by more than 5,900 students in that class. The enrollment in Table 68 can be duplicated if a student took courses in more than one language. However, one student is only counted once if his or her course taken was in one language at different levels.

Table 68

**FOREIGN LANGUAGE ENROLLMENT OF IOWA PUBLIC SCHOOLS
GRADUATING CLASS OF 2007 BY LANGUAGE**

Language	Number of Students	Percent of Enrolled
Spanish	24,836	69.1%
French	3,131	8.7
German	1,770	4.9
Japanese	206	0.6
Italian	43	0.1
Chinese	43	0.1
Russian	5	0.0
Other Foreign Language	709	2.0

Source: Iowa Department of Education, Project EASIER files.

Note: A student will be counted once if he/she enrolled in more than one course for the same language and will be counted more than once if he/she enrolled in courses for different languages in the last four years.

Higher-Level Mathematics Enrollments

Higher-level mathematics courses include pre-calculus, calculus, trigonometry, statistics, advanced placement mathematics, and other specific courses identified as advanced mathematics. A total of 13,315 students (37.1 percent) in the 2007 class took one or more higher-level mathematics courses. The female enrollment in higher-level mathematics was 3 percent higher than male enrollment (38.6 percent vs. 35.6 percent). The percent of students enrolled in higher-level mathematics courses was higher for the districts with enrollments between 1,000 and 7,500 than the districts in other enrollment categories.

Table 69

**IOWA PUBLIC SCHOOL GRADUATING CLASS OF 2007 NON-DUPLICATE
ENROLLMENT IN HIGHER-LEVEL MATHEMATICS COURSES
BY ENROLLMENT CATEGORY**

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Enrollment in Higher-Level Mathematics	214	1,303	1,821	3,795	2,940	3,242	13,315
Number of Students Who Enrolled in Iowa Public Schools in Each of the Last Four Years	726	4,224	5,340	9,401	6,801	9,444	35,936
% of Students Who Enrolled in Higher-Level Mathematics	29.5%	30.8%	34.1%	40.4%	43.2%	34.3%	37.1%
Female Enrollment in Higher-Level Mathematics	108	688	925	1,905	1,454	1,650	6,730
Number of Female Students Enrolled in Iowa Public Schools in Each of the Last Four Years	327	2,051	2,577	4,585	3,261	4,642	17,443
Percent of Female Students Who Enrolled in Higher-Level Mathematics	33.0%	33.5%	35.9%	41.5%	44.6%	35.5%	38.6%
Male Enrollment in Higher-Level Mathematics	106	615	896	1,890	1,486	1,592	6,585
Number of Male Students Enrolled in Iowa Public Schools in Each of the Last Four Years	399	2,173	2,763	4,816	3,540	4,802	18,493
Percent of Male Students Who Enrolled in Higher-Level Mathematics	26.6%	28.3%	32.4%	39.2%	42.0%	33.2%	35.6%

Source: Iowa Department of Education, Project EASIER, and Certified Enrollment files.

Notes: The analysis includes the students who were in the Iowa public school system from 2004-2005 to 2007-2008. Higher-Level Mathematics include calculus and trigonometry.

Chemistry Enrollment — Higher-Level Science

Table 70 shows the chemistry courses taken by enrollment category for the graduating class of 2007 by enrollment category. Generally speaking, a larger percentage of female students took chemistry than male students. The gender difference was about 10 percent, 64.5 percent for males and 54.6 percent for females. The data indicate that the greatest percent of students enrolled in chemistry courses are from districts with enrollments of 2,500-7,499.

Table 70

IOWA PUBLIC SCHOOL GRADUATING CLASS OF 2007 NON-DUPLICATE ENROLLMENT IN CHEMISTRY BY ENROLLMENT CATEGORY							
	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Enrollment in Chemistry	431	2,467	3,200	5,704	4,404	5,139	21,345
Number of Students Who Enrolled in Iowa Public Schools in Each of the Last Four Years	726	4,224	5,340	9,401	6,801	9,444	35,936
Percent of Students Who Enrolled in Chemistry	59.4%	58.4%	59.9%	60.7%	64.8%	54.4%	59.4%
Female Enrollment in Chemistry	219	1,371	1,704	3,009	2,235	2,716	11,254
Number of Female Students Enrolled in Iowa Public Schools in Each of the Last Four Years	327	2,051	2,577	4,585	3,261	4,642	17,443
Percent of Female Students Who Enrolled in Chemistry	67.0%	66.8%	66.1%	65.6%	68.5%	58.5%	64.5%
Male Enrollment in Chemistry	212	1,096	1,496	2,695	2,169	2,423	10,091
Number of Male Students Enrolled in Iowa Public Schools in Each of the Last Four Years	399	2,173	2,763	4,816	3,540	4,802	18,493
Percent of Male Students Who Enrolled in Chemistry	53.1%	50.4%	54.1%	56.0%	61.3%	50.5%	54.6%
Source: Iowa Department of Education, Project EASIER, and Certified Enrollment files.							
Notes: The analysis includes the students who were in the Iowa public school system from 2004-2005 to 2007-2008.							

Physics Enrollment — Higher-Level Science

About 25 percent of the students took physics and advanced physics for the 2007 graduating class (Table 71). The highest percentages of physics enrollment were in the districts with enrollment of more than 2,500 students. With 24.8 percent of students enrolled in physics, female enrollment was 6 percent less than the male enrollment for this class.

Table 71

**IOWA PUBLIC SCHOOL GRADUATING CLASS OF 2007 NON-DUPLICATE
ENROLLMENT IN PHYSICS BY ENROLLMENT CATEGORY**

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Enrollment in Physics	175	998	1,235	2,248	1,729	2,516	8,901
Number of Students Who Enrolled in Iowa Public Schools in Each of the Last Four Years	726	4,224	5,340	9,401	6,801	9,444	35,936
Percent of Students Who Enrolled in Physics	24.1%	23.6%	23.1%	23.9%	25.4%	26.6%	24.8%
Female Enrollment in Physics	78	474	532	910	704	1,088	3,786
Number of Female Students Enrolled in Iowa Public Schools in Each of the Last Four Years	327	2,051	2,577	4,585	3,261	4,642	17,443
Percent of Female Students Who Enrolled in Physics	23.9%	23.1%	20.6%	19.8%	21.6%	23.4%	21.7%
Male Enrollment in Physics	97	524	703	1,338	1,025	1,428	5,115
Number of Male Students Enrolled in Iowa Public Schools in Each of the Last Four Years	399	2,173	2,763	4,816	3,540	4,802	18,493
Percent of Male Students Who Enrolled in Physics	24.3%	24.1%	25.4%	27.8%	29.0%	29.7%	27.7%

Source: Iowa Department of Education, Project EASIER, and Certified Enrollment files.

Notes: The analysis includes the students who were in the Iowa public school system from 2004-2005 to 2007-2008.

Graduation Requirements for Mathematics and Science

Information on graduation requirements for public school districts is collected by the Iowa Department of Education through the BEDS. In spring 2008, data was collected on the graduating class of 2008 and 2011.

According to the *Iowa Administrative Code* 12.5(14), one course unit is assigned to a course that meets a minimum of 200 minutes per week for 36 weeks or is taught for the equivalent of 120 hours of instruction. A course that meets for one 50-minute period each day for two semesters may be given two local credits, but would count as one course unit for state reporting purposes.

In 2006, the legislature amended Section 256.7, subsection 26 of the *Iowa Code Supplement 2005* by identifying the requirements for high school graduation beginning with the 2011 graduating class. The graduation requirements for school districts listed in Senate File 2272, Section 4 are four years of English/language arts, three years of mathematics, three years of science, and three years of social studies.

The average mathematics and science units required for graduation by enrollment category are listed in Tables 72 and 73. The average number of mathematics units required for graduation increased from 2.44 in 2006-2007 to 2.58 in 2007-2008. The average number of science units required for graduation increased from 2.29 in 2006-2007 to 2.48 in 2007-2008. The graduating class of 2011 has 3.03 average mathematics units and 3.01 average science units required for graduation.

Four out of the 10 smallest districts (based on Certified Enrollment) had high schools and all 10 of the largest districts had high schools in 2007-2008. The average number of

mathematics units required for graduation was 2.3 in the 10 largest districts and 3.0 in the 10 smallest districts for the 2008 graduating class. The average number of science units required for graduation for the 2008 graduating class was 2.2 in the 10 largest districts and 3.0 in the 10 smallest districts.

Table 72

AVERAGE NUMBER OF MATHEMATICS UNITS REQUIRED FOR GRADUATION IN IOWA PUBLIC SCHOOLS 1997-1998, 2006-2007, 2007-2008, AND 2010-2011				
Enrollment Category	1997-1998	2006-2007	2007-2008	2010-2011
<300	2.21	2.72	2.87	3.06
300-599	2.23	2.50	2.68	3.03
600-999	2.17	2.48	2.58	3.03
1000-2499	2.15	2.28	2.42	3.00
2500-7499	1.92	2.25	2.34	3.02
7500+	2.00	2.22	2.30	3.00
State	2.17	2.44	2.58	3.03

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Policies and Procedures files.

Table 73

AVERAGE NUMBER OF SCIENCE UNITS REQUIRED FOR GRADUATION IN IOWA PUBLIC SCHOOLS 1997-1998, 2006-2007, 2007-2008, AND 2010-2011				
Enrollment Category	1997-1998	2006-2007	2007-2008	2010-2011
<300	2.12	2.58	2.77	3.03
300-599	2.16	2.32	2.60	3.01
600-999	2.05	2.28	2.42	3.00
1000-2499	2.09	2.23	2.39	3.00
2500-7499	1.88	2.11	2.20	3.00
7500+	1.89	2.00	2.20	3.00
State	2.08	2.29	2.48	3.01

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Policies and Procedures files.

Tables 74 and 75 present the frequency distributions for mathematics and science graduation unit requirements for the classes of 2008 and 2011. About half (51.8 percent) of the districts required at least 3.0 units of mathematics and about 46 percent of the districts required at least 3.0 units of science for the graduating class of 2008. All districts will have to require at least 3.0 units of mathematics and 3.0 units of science for the graduating class of 2011.

All four of the 10 smallest districts with high schools required 3.0 units of mathematics and 3.0 units of science for graduation for the 2008 graduating class. Three of the 10 largest districts required 3.0 units of mathematics and two of the 10 largest districts required 3.0 units of science for graduation for the 2008 graduating class.

Table 74

FREQUENCY DISTRIBUTIONS OF MATHEMATICS UNITS REQUIRED FOR GRADUATION BY IOWA PUBLIC SCHOOL DISTRICTS 2007-2008 AND 2010-2011

Units Required for Graduation	Number of Districts	2007-2008 Percent of Districts	Cumulative Percent	Number of Districts	2010-2011 Percent of Districts	Cumulative Percent
1.5	2	0.6	0.6	0	0.0	0.0
2.0	137	40.5	41.1	0	0.0	0.0
2.5	18	5.3	46.5	0	0.0	0.0
3.0	175	51.8	98.2	332	97.6	97.7
3.5	2	0.6	98.8	1	0.3	97.9
4.0	3	0.9	99.7	6	1.8	99.7
5.0	1	0.3	100.0	1	0.3	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Policies and Procedures files.

Note: The number of districts represents those districts providing high school programs and does not include districts sending high school students to other districts as a part of whole-grade sharing.

Table 75

FREQUENCY DISTRIBUTIONS OF SCIENCE UNITS REQUIRED FOR GRADUATION BY IOWA PUBLIC SCHOOL DISTRICTS 2007-2008 AND 2010-2011

Units Required for Graduation	Number of Districts	2007-2008 Percent of Districts	Cumulative Percent	Number of Districts	2010-2011 Percent of Districts	Cumulative Percent
1.0	1	0.3	0.3	0	0.0	0.0
1.5	1	0.3	0.6	0	0.0	0.0
2.0	163	48.2	48.8	0	0.0	0.0
2.5	17	5.0	53.9	0	0.0	0.0
3.0	156	46.2	100.0	338	99.4	99.4
4.0	0	0.0	100.0	2	0.6	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Policies and Procedures files.

Note: The number of districts represents those districts providing high school programs and does not include districts sending high school students to other districts as a part of whole-grade sharing.

Class Size

Overview

Class size reduction for the early elementary grades remained a state goal in 2007-2008, continuing efforts initiated by the Iowa Early Intervention Block Grant Program (House File 743) in 1999. The results of 10 years of class size reduction efforts are provided in this section. The Iowa Early Intervention Block Grant Program focused attention on class size reduction in kindergarten through third grade and established the goal of reaching an average class size of 17 students or less.

Public school districts report the number of kindergarten, first, second, and third grade classroom sections, students, teachers, and aides by building during the fall Basic Educational Data Survey (BEDS). Special education teachers and aides are not included in the reporting. Physical education, art, music, and other “specialty” teachers are also excluded from the teacher count.

Some districts utilize multi-age classrooms for their kindergarten through third grade students. For example, a classroom may combine first and second grade students in one room. Districts report these combination classrooms as grade level “Other” on the Class Size submission, but these classrooms are not included in this report. Classrooms defined as multi-age or multi-grade classrooms were not considered in the calculation of average class size since the purpose was to calculate an average class size for each of the grades, kindergarten through third. Special classrooms for special education students and other “pull-out” situations were also excluded.

The Iowa Department of Education calculated average class size for kindergarten through third grade at the district and state level. Average class size equals the number of students divided by the number of classrooms for each grade level.

$$\text{Average Class Size} = \text{Number of Students} / \text{Number of Classrooms}$$

Since average class size uses the number of classrooms as the denominator, adding additional teachers to a classroom does not lower the average class size for that grade level. The use of classroom aides also does not reduce average class size at the district or state level.

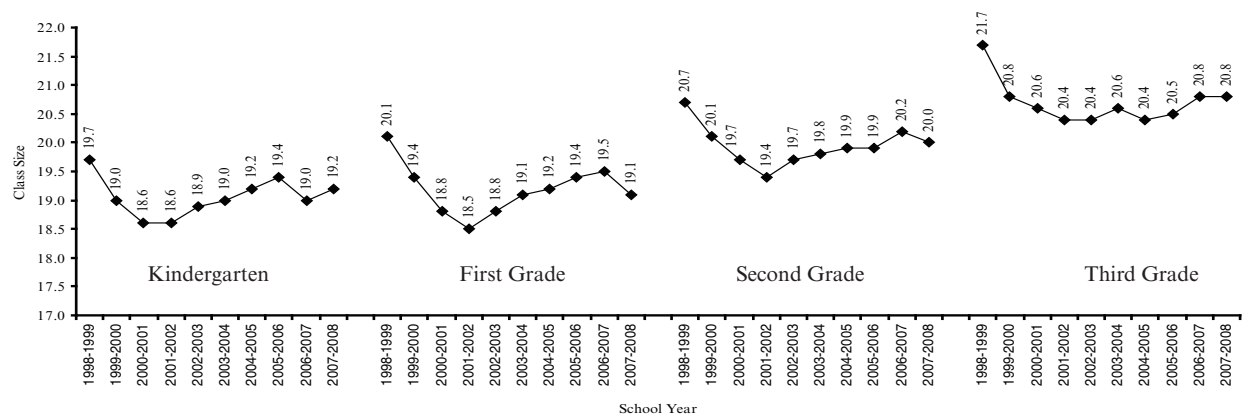
Trends

Figure 24 provides a summary of average class size in grades kindergarten through third in Iowa public schools for the past 10 years. None of the grades reached the state goal of 17 students per classroom during the 10 years studied. Kindergarten and first grade showed the smallest classrooms during the years studied. Average class size decreased in 2007-2008 for first and second grades and increased for kindergarten compared to 2006-2007. The kindergarten average was at its second highest level since 1998-1999. The third grade average was at its highest level since 1999-2000, but remained steady when compared to 2006-2007. Despite the increases, average class size remained below 20 students for kindergarten and first grade in 2007-2008. Third grade continued to show the highest average class size per classroom of the grades examined, at 20.8 students per classroom for 2007-2008, and remained above 20 students in each year studied.

Overall the increase in average class size in 2007-2008 continued the trend in recent years. Average class size declined for kindergarten through second grade from 1998-1999 through 2001-2002, but increased in each of the subsequent years through 2005-2006. In 2006-2007, kindergarten average class size declined slightly. In 2007-2008 kindergarten was the only grade to increase average class size from 2006-2007. Third grade showed a decline from 1998-1999 through 2002-2003, but experienced alternating increases and decreases in the following years. Third grade remains steady in 2007-2008 when compared to 2006-2007.

Figure 24

IOWA PUBLIC SCHOOL DISTRICT AVERAGE CLASS SIZE FOR GRADES K-3 1998-1999 TO 2007-2008



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Class Size Survey files.

Table 76 shows the change in BEDS enrollment compared to the change in class size. Declines in average class size from 1998-1999 to 2007-2008 outpaced the declines in enrollment during the same period for first and second grade (see Tables 76 and 77). During this period, average class size declined 2.5 percent for kindergarten, while enrollment increased 5.7 percent. Third grade enrollment declined 4.9 percent, but average class size only declined 4.2 percent.

Table 76

IOWA PUBLIC SCHOOL BEDS ENROLLMENTS FOR KINDERGARTEN THROUGH THIRD GRADE 1998-1999 AND 2007-2008

Grade	1998-1999 Enrollment	2007-2008 Enrollment	Absolute Difference in Enrollment	Percent Change in Enrollment	Percent Change in Class Size
Kindergarten	35,772	37,819	2,047	5.7%	-2.5%
1	35,699	34,874	-825	-2.3	-5.0
2	35,866	34,855	-1,011	-2.8	-3.4
3	36,500	34,709	-1,791	-4.9	-4.2

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Enrollment files.

Table 77 shows the comparison between teachers, students, and class size. The number of students used in this table was the number of students reported by districts for the purpose of calculating average class size. The number of kindergarten through third grade teachers increased since 1998-1999, while the average class size decreased. For example, the number of first grade full-time equivalent (FTE) teachers increased from 1,644.6 in 1998-1999 to 1,792.0 in 2007-2008, while the average class size decreased from 20.1 in 1998-1999 to 19.1 in 2007-2008. The largest increase in the number of students reported was kindergarten, yet the average class size decreased. The number of third grade students reported was the only grade that showed a decrease.

Table 77

IOWA PUBLIC SCHOOL STUDENTS AND TEACHERS 1998-1999 AND 2007-2008						
Grade	Students		Teachers		Average Class Size	
	1998-1999	2007-2008	1998-1999	2007-2008	1998-1999	2007-2008
Kindergarten	33,618	35,393	1,613.7	1,870.8	19.7	19.2
1	33,053	33,481	1,644.6	1,792.0	20.1	19.1
2	33,151	33,487	1,592.1	1,691.0	20.7	20.0
3	34,153	33,120	1,578.3	1,617.6	21.7	20.8

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Enrollment files, and Class Size Survey files.

Summary statistics are presented in Table 78. The maximum class size declined for kindergarten through second grade since 1998-1999. The largest kindergarten class size dropped from 35 to 31. The largest first grade classrooms dropped from 35 to 29. The largest second grade class size dropped from 35 to 30 students. The growth in the number of classrooms and teachers has outpaced the growth in the number of students for each grade level from 1998-1999 to 2007-2008. For example, the number of first grade students increased 1.3 percent since 1998-1999, but the number of first grade classrooms increased 6.3 percent during the same period. The number of teachers increased nearly 9.0 percent.

Table 78

**CLASS SIZE SUMMARY STATISTICS FOR KINDERGARTEN THROUGH
GRADE THREE IN IOWA PUBLIC SCHOOLS 1998-1999 TO 2007-2008**

	School Year	N Students	N Classrooms	N Teacher FTEs	Mean	Class Size	
						N Min	N Max
Kindergarten	2007-2008	35,393	1,846	1,870.8	19.2	3	31
	2006-2007	35,445	1,865	1,883.4	19.0	2	29
	2005-2006	35,163	1,817	1,832.8	19.4	2	28
	2004-2005	34,627	1,806	1,818.1	19.2	4	30
	2003-2004	34,338	1,807	1,827.4	19.0	3	31
	2002-2003	33,518	1,778	1,804.0	18.9	3	33
	2001-2002	33,380	1,791	1,838.9	18.6	4	41*
	2000-2001	33,004	1,774	1,793.0	18.6	3	34
	1999-2000	33,488	1,764	1,779.9	19.0	4	34
	1998-1999	33,618	1,704	1,613.7	19.7	6	35
Grade 1	2007-2008	33,481	1,750	1,792.0	19.1	3	29
	2006-2007	33,506	1,721	1,774.3	19.5	4	29
	2005-2006	32,917	1,700	1,717.4	19.4	5	28
	2004-2005	32,436	1,692	1,705.8	19.2	6	31
	2003-2004	31,941	1,670	1,693.1	19.1	3	30
	2002-2003	31,618	1,684	1,715.2	18.8	4	32
	2001-2002	31,265	1,687	1,729.2	18.5	3	29
	2000-2001	32,016	1,700	1,735.0	18.8	2	30
	1999-2000	32,969	1,701	1,725.8	19.4	5	29
	1998-1999	33,053	1,647	1,644.6	20.1	6	35
Grade 2	2007-2008	33,487	1,674	1,691.1	20.0	5	30
	2006-2007	33,153	1,642	1,673.1	20.2	4	30
	2005-2006	32,870	1,652	1,666.7	19.9	5	30
	2004-2005	32,186	1,621	1,633.2	19.9	6	31
	2003-2004	32,020	1,619	1,640.5	19.8	6	29
	2002-2003	31,573	1,602	1,630.0	19.7	3	30
	2001-2002	32,196	1,662	1,702.9	19.4	2	30
	2000-2001	33,125	1,679	1,712.8	19.7	2	31
	1999-2000	33,889	1,683	1,702.0	20.1	5	29
	1998-1999	33,151	1,598	1,592.1	20.7	5	35
Grade 3	2007-2008	33,120	1,595	1,617.6	20.8	5	32
	2006-2007	32,950	1,581	1,600.5	20.8	1	35
	2005-2006	32,419	1,579	1,589.7	20.5	7	32
	2004-2005	32,133	1,573	1,586.0	20.4	6	30
	2003-2004	32,014	1,556	1,574.4	20.6	6	31
	2002-2003	32,599	1,597	1,616.5	20.4	7	32
	2001-2002	33,474	1,639	1,682.8	20.4	8	32
	2000-2001	34,293	1,661	1,695.7	20.6	2	30
	1999-2000	34,629	1,662	1,687.0	20.8	6	32
	1998-1999	34,153	1,574	1,578.3	21.7	7	32

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Class Size Survey files.

Note: The number of students for each grade does not match Basic Educational Data Survey enrollment figures due to the exclusion of multi-age and/or multi-level classrooms from the class size data.

*These classrooms have one aide in addition to the teacher.

Class Size vs. District Size

Table 79 presents average class size for kindergarten through grade three by enrollment categories. Across grade levels, average class size tended to increase as enrollment increased.

Smaller districts were more likely to meet the state goal of 17.0 students per classroom than larger districts in 2007-2008. The under 300 enrollment category showed an average of less than 17 students per classroom for all grade levels. In all cases for kindergarten through grade three, the average class size in enrollment categories greater than 600 exceeded the goal of 17 students per classroom. The average class size for kindergarten and first grades was at or below 17.0 students per classroom for the <300 and 300-599 enrollment categories in 2007-2008.

The larger districts were more likely to show the highest average class sizes in 2007-2008. The 2,500-7,499 and 7,500+ enrollment categories experienced average class sizes of 20 or more for kindergarten through third grade in 2007-2008. The average class size for these enrollment categories remained above 20 students per classroom for the past six years.

In general, average class size decreased for each enrollment category when compared to the base year. Only one enrollment group showed no change in class size from the base year. Kindergarten for the <300 enrollment category remained unchanged from 1998-1999.

Table 79

AVERAGE CLASS SIZE COMPARISON FOR IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY, KINDERGARTEN TO THIRD GRADE 1998-1999 AND 2007-2008								
Enrollment Category	K		1st		2nd		3rd	
	1998- 1999	2007- 2008	1998- 1999	2007- 2008	1998- 1999	2007- 2008	1998- 1999	2007- 2008
<300	13.9	13.9	14.3	14.1	15.0	13.7	16.9	16.1
300-599	17.6	16.4	17.4	16.7	17.9	17.4	19.3	17.7
600-999	18.2	17.4	19.0	17.8	19.6	18.6	20.3	19.3
1000-2499	19.8	19.0	20.3	19.0	21.3	20.1	21.9	20.7
2500-7499	21.5	20.6	21.6	20.3	22.0	20.9	23.0	22.2
7500+	20.7	21.0	21.1	20.7	21.7	21.9	23.0	22.6
State	19.7	19.2	20.1	19.1	20.7	20.0	21.7	20.8

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, enrollment files.

Class Size Funding and Expenditures

Table 80 presents the Iowa class size reduction allocations since they started in fiscal year 2000. In 1999, the Iowa General Assembly enacted and Governor signed House File 743, Iowa Early Intervention Block Grant Program to fund class size reduction. Appropriations for HF 743 began in fiscal year 2000. Class size funding has not seen an increase since fiscal year 2002, remaining constant at \$29.3 million over the past five fiscal years.

Table 80

**STATE CLASS SIZE REDUCTION ALLOCATIONS FOR IOWA PUBLIC SCHOOLS
FY 2000 TO FY 2008**

Fiscal Year	State Allocation
FY 2000	\$10 million
FY 2001	\$20 million
FY 2002	\$30 million
FY 2003	\$30 million
FY 2004	\$29.3 million*
FY 2005	\$29.3 million
FY 2006	\$29.3 million
FY 2007	\$29.3 million
FY 2008	\$29.3 million

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey.

Note: *The FY 2004 appropriation was reduced as a result of an across-the-board cut after the initial appropriation and then received a partial restoration of funds.

Table 81 presents the fiscal year 2007 Iowa Early Intervention Block Grant Program expenditures. District expenditures increased slightly in fiscal year 2007 to \$29,579,134 with salaries consuming 78 percent of the total. Purchased Services, Supplies, and the Other categories were below 1.0 percent each.

Table 81

**FY 2007 IOWA EARLY INTERVENTION BLOCK GRANT PROGRAM
EXPENDITURES BY OBJECT**

Object Category	Expenditures	Percent
Salaries	23,105,799	78.1
Benefits	6,216,509	21.0
Purchased Services	20,908	0.1
Supplies	227,520	0.8
Other	8,398	<0.1
Total	29,579,134	100.0

Source: Iowa Department of Education, Certified Annual Report.

Note: Figures may not total 100 percent due to rounding.

Technology

Expenditures for Computer Hardware and Software

Table 82 provides computer hardware and software expenditures from 1997-1998 to 2006-2007 (also see Figure 25). Expenditures for computer hardware and software are collected from school districts as a part of the Certified Annual Financial Report. During the 2006-2007 school year, districts reported spending \$37.3 million on hardware and software combined. This was almost 8 percent increase from 2005-2006. Hardware expenditures amounted to just over 75 percent of combined software and hardware expenditures. Computer software expenditures increased by 3 percent from 2005-2006 and totaled over \$9 million.

Table 82

**TOTAL EXPENDITURES AND AVERAGE PER PUPIL EXPENDITURES
FOR COMPUTER SOFTWARE AND HARDWARE IN IOWA PUBLIC SCHOOLS
1997-1998 TO 2006-2007**

Year	No. of Districts	Total Enrollment	Software		Hardware		Software & Hardware Combined	
			Total Expenditure	Per Pupil Expenditure	Total Expenditure	Per Pupil Expenditure	Total Expenditure	Per Pupil Expenditure
1997-1998	377	505,130	\$8,078,414	\$15.99	\$41,405,937	\$81.97	\$49,484,351	97.96
1998-1999	375	502,534	8,779,582	17.47	39,636,072	78.87	48,415,654	96.34
1999-2000	375	498,607	8,446,472	16.94	35,960,542	72.12	44,407,014	89.06
2000-2001	374	494,291	8,144,617	16.48	34,462,240	69.72	42,606,857	86.20
2001-2002	371	489,523	6,458,101	13.19	22,287,835	45.53	28,745,936	58.72
2002-2003	371	487,021	7,248,492	14.88	20,312,635	41.71	27,561,127	56.59
2003-2004	370	485,011	8,510,160	17.55	22,743,401	46.89	31,253,561	64.44
2004-2005	367	483,335	8,273,466	17.12	23,108,106	47.81	31,381,572	64.93
2005-2006	365	483,105	8,879,915	18.38	25,668,474	53.13	34,548,389	71.51
2006-2007	365	482,584	9,141,680	18.94	28,132,948	58.30	37,274,628	77.24

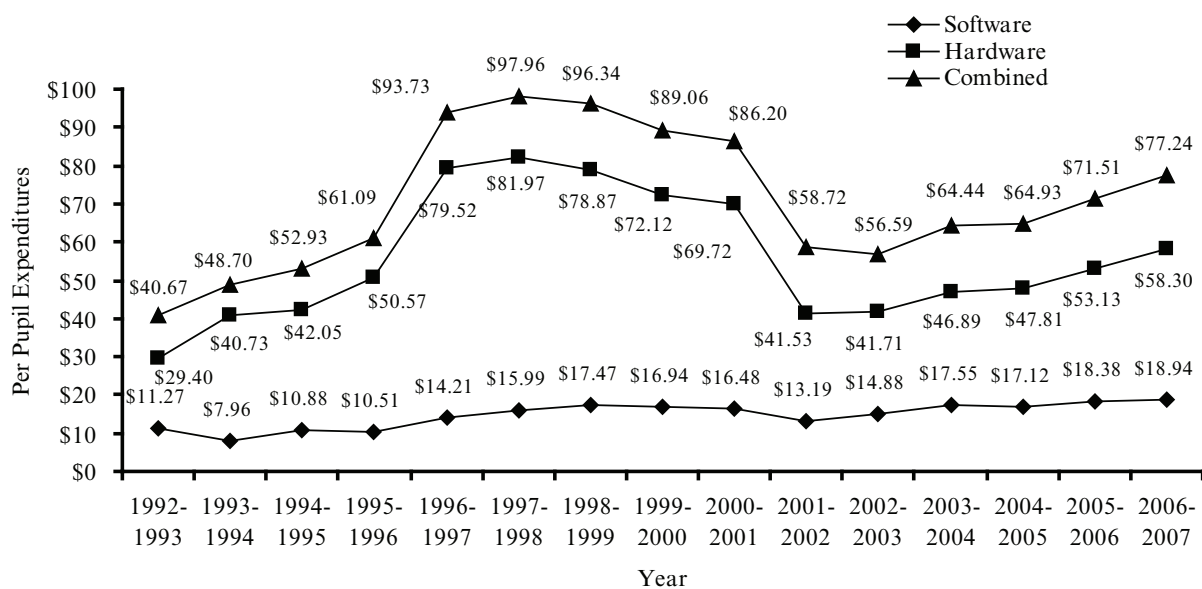
Source: Iowa Department of Education, Division of School Support and Information, Certified Annual Financial Reports.

Note: Per Pupil Expenditures based on Certified Enrollment.

Expenditures include Administrative, Instructional, and all Other Software and Hardware Purchased.

Figure 25

**COMPUTER SOFTWARE AND HARDWARE PER PUPIL EXPENDITURES IN IOWA
PUBLIC SCHOOLS 1992-1993 TO 2006-2007**



Source: Iowa Department of Education, Division of School Support and Information, Certified Annual Financial Reports.

Note: Per Pupil Expenditures based on Certified Enrollment.

Expenditures include Administrative, Instructional, and all Other Software and Hardware Purchased.

Table 83

**IOWA PUBLIC SCHOOL TOTAL PER PUPIL EXPENDITURES
BY ENROLLMENT FOR COMPUTER SOFTWARE AND HARDWARE
1997-1998, 2005-2006, AND 2006-2007**

Enrollment Category	<300	300-599	600-999	1,000-2,499	2,500-7499	7,500+	State Totals
1997-1998							
Enrollment	7,550.5	49,236.5	85,400.6	130,208.1	99,313.5	133,420.7	505,129.9
Software	\$185,929	\$744,225	\$1,255,558	\$1,943,227	\$1,727,402	\$2,222,073	\$8,078,414
Per Pupil	\$24.62	\$15.12	\$14.70	\$14.92	\$17.39	\$16.65	\$15.99
Hardware	\$543,920	\$3,812,802	\$5,913,454	\$10,326,055	\$8,643,197	\$12,166,509	\$41,405,937
Per Pupil	\$72.04	\$77.44	\$69.24	\$79.30	\$87.03	\$91.19	\$81.97
Total Software & Hardware	\$729,849	\$4,557,027	\$7,169,012	\$12,269,282	\$10,370,599	\$14,388,582	\$49,484,351
Per Pupil	\$96.66	\$92.55	\$83.95	\$94.23	\$104.42	\$107.84	\$97.96
2005-2006							
Enrollment	10,269.2	50,073.9	69,486.3	123,737.9	98,548.8	130,988.7	483,104.8
Software	\$223,102	\$992,125	\$956,819	\$2,067,114	\$2,009,080	\$2,631,675	\$8,879,915
Per Pupil	\$21.73	\$19.81	\$13.77	\$16.71	\$20.39	\$20.09	\$18.38
Hardware	\$543,933	\$2,105,055	\$3,535,545	\$5,867,519	\$6,138,637	\$7,477,785	\$25,668,474
Per Pupil	\$52.97	\$42.04	\$50.88	\$47.42	\$62.29	\$57.09	\$53.13
Total Software & Hardware	\$767,035	\$3,097,179	\$4,492,364	\$7,934,633	\$8,147,717	\$10,109,461	\$34,548,389
Per Pupil	\$74.69	\$61.85	\$64.65	\$64.12	\$82.68	\$77.18	\$71.51
2006-2007							
Enrollment	11,257.9	49,443.8	69,643.7	123,911.8	97,679.4	130,647.3	482,583.9
Software	\$218,548	\$1,011,307	\$1,037,564	\$2,455,796	\$1,873,765	\$2,544,700	\$9,141,680
Per Pupil	\$19.41	\$20.45	\$14.90	\$19.82	\$19.18	\$19.48	\$18.94
Hardware	\$635,297	\$2,284,533	\$4,125,072	\$5,999,558	\$5,520,968	\$9,567,521	\$28,132,948
Per Pupil	\$56.43	\$46.20	\$59.23	\$48.42	\$56.52	\$73.23	\$58.30
Total Software & Hardware	\$853,845	\$3,295,840	\$5,162,636	\$8,455,354	\$7,394,733	\$12,112,221	\$37,274,628
Per Pupil	\$75.84	\$66.66	\$74.13	\$68.24	\$75.70	\$92.71	\$77.24
Source: Iowa Department of Education, Division of School Support and Information, Certified Annual Financial Reports.							
Note: Per Pupil Expenditures based on Certified Enrollment.							
Expenditures include Administrative, Instructional, and all Other Software and Hardware Purchased.							

Table 83 shows computer hardware and software expenditures by the six enrollment categories for 1997-1998, 2005-2006, and 2006-2007. The data provide a mixed picture of computer software and hardware expenditures across district enrollment categories.

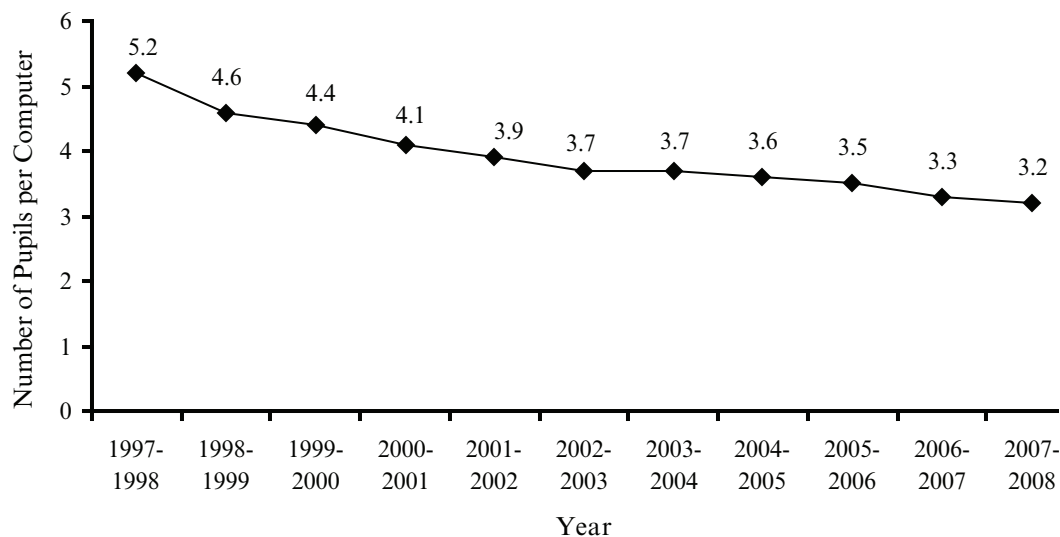
Availability of Computers

As a part of the Basic Educational Data Survey, Iowa public school districts report on the number of computers made available for student use. The Iowa Department of Education has collected this information since the 1995-1996 school year. The ratio of students per computer is calculated by dividing the number of students reported on the Certified Enrollment by the number of computers available for student use.

Figures 26 and 27 provide the student to computer ratios. The statewide ratio of pupils to computers dropped from 5.2 in 1997-1998 to 3.2 in 2007-2008. The ratio has remained steady at 3.3 since 2006-2007. Although the number of pupils per computer has remained steady, the overall trend shows a steady decrease. With the exception of the 7,500+ enrollment category, the ratio of students per computer has decreased slightly or remained steady from the 2006-2007 school year. Smaller districts show the smallest ratio of pupils per computer with the <300 enrollment category at 2.3 pupils per computer.

Figure 26

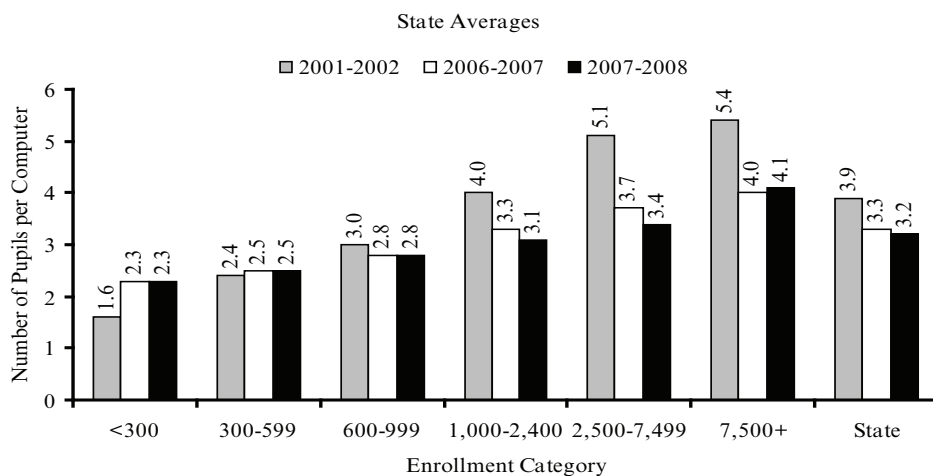
PUPILS PER COMPUTER IN IOWA PUBLIC SCHOOLS 1997-1998 TO 2007-2008



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Technology files, Division of School Support and Information, Certified Enrollment files.

Figure 27

PUPILS PER COMPUTER IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 2001-2002, 2006-2007, AND 2007-2008



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Technology files and Division of School Support and Information, Certified Enrollment files.

Table 84 provides the number of computers per pupil by school type within enrollment categories. In general, students in high school and middle school have more access to a computer than students in elementary school.

Table 84

NUMBER OF COMPUTERS AND PUPILS-TO-COMPUTER RATIOS IN IOWA PUBLIC SCHOOLS BY SCHOOL TYPE WITHIN DISTRICT ENROLLMENT CATEGORY 2006-2007 AND 2007-2008								
		Enrollment Category						
		<300	300-599	600-999	1,000-2,499	2,500-4,999	7,500+	State
2006-2007								
Number of Computers in HS	1,893	9,923	10,939	14,330	8,348	10,188	55,621	
Pupils per Computer in HS	1.9	2.2	2.4	2.9	3.4	3.7	2.9	
Number of Computers in MS/Jr HS	600	2,138	5,856	9,986	6,224	7,150	31,954	
Pupils per Computer in MS/Jr HS	1.7	2.0	2.4	2.9	3.3	3.6	3.0	
Number of Computers in El. Sch.	2,425	7,276	8,160	13,139	11,751	13,973	56,724	
Pupils per Computer in El. Sch.	2.1	3.2	3.6	4.1	4.0	4.4	3.9	
Number of Computers in Other Sch.	13	242	307	490	421	1,421	2,894	
Pupils Per Computer in Other Sch.	4.3	1.7	1.5	3.0	3.7	3.8	3.3	
2007-2008								
Number of Computers in HS	1,940	10,370	10,526	14,994	8,505	10,077	56,412	
Pupils per Computer in HS	1.9	2.2	2.4	2.7	3.3	3.8	2.8	
Number of Computers in MS./Jr HS	688	2,171	5,233	10,388	6,369	8,167	33,016	
Pupils per Computer in MS/Jr HS	1.8	2.2	2.5	2.7	3.0	3.3	2.8	
Number of Computers in El. Sch.	2,379	7,432	7,922	13,141	12,241	13,603	56,718	
Pupils per Computer in El. Sch.	2.3	3.3	3.6	4.1	3.7	4.8	3.9	
Number of Computers in Other Sch.	8	223	208	527	431	1,681	3,078	
Pupils Per Computer in Other Sch.	11.6	1.8	1.7	3.6	4.6	3.8	3.6	
Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Technology and Enrollment files.								
Notes: Enrollment categories are based on Certified Enrollments, while pupil-to-computer ratios are based on BEDS enrollments. Other schools include alternative and special education schools.								
EL indicates Elementary School, MS indicates Middle School, HS indicates High School, and Sch. indicates School.								

Wireless Network Availability

Table 85 shows wireless network availability for public schools in Iowa by enrollment category. Enrollment categories of 600-999 and 1,000-2,499 show slight decreases in the number of districts with wireless networks. This is largely due to the number of districts that had decreased enrollments and were therefore moved to a lower enrollment category. Even though the 600-999 enrollment category shows a decrease in the number of districts with wireless networks when compared to 2006-2007 they have the second largest percentage increase of districts with wireless networks. The largest percentage increase was in the 300-599 enrollment category.

Table 85

WIRELESS NETWORK AVAILABILITY FOR PUBLIC DISTRICTS BY ENROLLMENT CATEGORY 2006-2007 AND 2007-2008							
	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2006-2007							
Number of Districts with Wireless Network	47	91	85	76	20	9	328
Total Number of Districts	51	109	93	81	22	9	365
Percent of Districts with Wireless Network	92.2%	83.5%	91.4%	93.8%	90.9%	100.0%	89.9%
2007-2008							
Number of Districts with Wireless Network	50	100	84	74	20	10	338
Total Number of Districts	53	111	88	80	22	10	364
Percent of Districts with Wireless Network	94.3%	90.1%	95.5%	92.5%	90.9%	100.0%	92.9%

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Technology files, Division of School Support and Information, Certified Enrollment files.

Table 86

WIRELESS NETWORK AVAILABILITY FOR PUBLIC DISTRICTS BY SCHOOL LEVEL WITHIN ENROLLMENT CATEGORY 2007-2008							
	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
High Schools							
Number of High Schools with Wireless Network	27	92	81	74	21	16	311
Total Number of High Schools	31	104	90	81	23	28	357
Percent of High Schools with Wireless Network	87.1%	88.5%	90.0%	91.4%	91.3%	57.1%	87.1%
Middle/Jr HS							
Number of Middle/Jr HS with Wireless Network	11	34	59	70	26	20	220
Total Number of MS/Jr HS	12	41	67	80	30	42	272
Percent of Middle/Jr HS with Wireless Network	91.7%	82.9%	88.1%	87.5%	86.7%	47.6%	80.9%
Elementary Schools							
Number of EL Schools with Wireless Network	46	89	97	145	90	77	544
Total Number of EL Schools	53	121	122	182	120	173	771
Percent of EL Schools with Wireless Network	86.8%	73.6%	79.5%	79.7%	75.0%	44.5%	70.6%
Other Schools							
Number of Other Schools with Wireless Network	1	5	7	26	8	7	54
Total Number of Other Schools	1	9	15	43	13	27	108
Percent of Other Schools with Wireless Network	100.0%	55.6%	46.7%	60.5%	61.5%	25.9%	50.0%

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, technology and enrollment files.

Notes: Enrollment categories are based on Certified Enrollments, while pupil-to-computer ratios are based on BEDS enrollments. Other schools include alternative and special education schools.
EL indicates Elementary School, MS indicates Middle School, HS indicates High School and Sch. indicates School.

Table 86 shows the availability of wireless networks by school and enrollment category. Smaller districts show a higher percentage in each area, because they have fewer buildings than the larger districts. For instance, the 7,500+ districts have on average 1.75 high schools where the smaller districts have on average 1.15. High schools tend to have the highest percentage of wireless networks. Other schools include alternative and special education schools.

Early Childhood Education

Early Childhood Education data are reported annually by school districts on the Basic Educational Data Survey (BEDS). The following describes the preschool, kindergarten, and school age child care efforts of Iowa public school districts during the 2007-2008 school year.

Kindergarten Programs

In 2007-2008 over 98 percent, or 357, of the 364 Iowa public school districts reported offering all-day, every-day kindergarten programs, either semester or trimester varieties. The growth in all-day, every-day kindergarten has been steady since the 1997-1998 school year when 74 percent of public school districts offered all-day, every-day kindergarten. While the number of districts offering all-day every-day kindergarten has remained steady for the past two years the percentage has increased due to the drop in the number of existing districts (Table 87).

Table 87

NUMBER AND PERCENT OF IOWA PUBLIC SCHOOL DISTRICTS OFFERING ALL-DAY, EVERY DAY KINDERGARTEN PROGRAMS 1987-1988, 1992-1993, AND 1997-1998 THROUGH 2007-2008		
Year	Number of Districts	Percent of Districts
1987-1988	134	30.7
1992-1993	219	52.4
1997-1998	279	74.0
1998-1999	290	77.3
1999-2000	305	81.3
2000-2001	339	90.6
2001-2002	347	93.5
2002-2003	350	94.3
2003-2004	351	95.1
2004-2005	354	96.5
2005-2006*	356	97.5
2006-2007	357	97.8
2007-2008	357	98.1

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Policies and Procedures, and Early Childhood files.

Note: Prior to 2002-2003, districts reported one program type as their predominant kindergarten program. Starting in 2002-2003, the predominant program was selected based on the program offered by the largest number of buildings in the district.

*2005-2006 includes both two semester and trimester all-day programs.

Table 88

IOWA PUBLIC SCHOOL KINDERGARTEN PROGRAM TYPE 2007-2008

Enrollment Category	Number of Districts	All-Day, Every Day 2 Semesters		All Others	
		Number of Districts Offering All-Day Every Day Kindergarten	Percent in Category	Number of Districts Offering Other Kindergarten Programs	Percent in Category
<300	53	53	100.0%	0	0.0%
300-599	111	110	99.1	1	0.9
600-999	88	85	96.6	3	3.4
1,000-2,499	80	78	97.5	2	2.5
2,500-7,499	22	21	95.5	1	4.5
7,500+	10	10	100.0	0	0.0
State	364	357	98.1	7	1.9

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Policies and Procedures, and Early Childhood files.

Note: Prior to 2002-2003, districts reported one program type as their predominant kindergarten program. Starting in 2002-2003 the predominant program was selected based on the program offered by the largest number of buildings in the district.

Table 88 shows the type of kindergarten programs offered by enrollment category for the 2007-2008 school year. In general, the number of districts offering all-day, everyday kindergarten programs has increased. The very small districts with less than 300 students and the very large districts with 7,500 plus students offered only all-day, everyday kindergarten programs.

Child Development/Preschool Programs

Some districts housed preschool programs in their schools, which were managed by private groups. These programs were not reported by districts on the Basic Educational Data Survey (BEDS) Early Childhood report. Districts offering preschool programs for three and four-year-old children increased 8.7 percent in 2007-2008 when compared to 2006-2007. Preschool enrollment increased by 3,256 students (25.5 percent) in 2007-2008 (Table 89) in part due to the Iowa four-year-old preschool grant program, which was implemented that same year.

Tables 90 and 91 show Iowa public school preschool enrollments by enrollment category. The largest increase in preschool enrollment from the previous year was in the 2,500-7,499 enrollment category with a 32.1 percent increase. The smallest increase in preschool enrollment from the previous year was in the <300 enrollment category with only a 6.2 percent increase. In general, the greatest increases from 1997-1998 have been in the larger districts (1,000-2,499 and above). Total preschool enrollment has increased by 133.5 percent from 1997-1998, with the largest percentage increase (209.3 percent) in the 300-599 enrollment category.

Table 89

**IOWA PUBLIC SCHOOL DISTRICTS OFFERING PRESCHOOL
1997-1998 TO 2007-2008**

Year	Total Number of Districts	Number of Districts Offering Preschool Preschool Programs	Percent of Total Districts	Preschool Enrollment
1997-1998	377	163	43.2%	6,860
1998-1999	375	168	44.8	7,389
1999-2000	374	163	43.6	7,446
2000-2001	371	163	43.9	7,021
2001-2002	371	171	46.1	7,660
2002-2003	371	192	51.8	8,477
2003-2004	370	211	57.0	9,778
2004-2005	367	230	62.7	10,899
2005-2006	365	224	61.4	11,203
2006-2007	365	248	67.9	12,770
2007-2008	364	279	76.6	16,026

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services,
Basic Educational Data Survey, Early Childhood file.

Note: These figures do not include special education programs.

Table 90

**IOWA PUBLIC SCHOOL PRESCHOOL ENROLLMENTS BY ENROLLMENT CATEGORY
1997-1998, 2001-2002, 2006-2007, AND 2007-2008**

Enrollment Category	1997-1998	2001-2002	2006-2007	2007-2008
<300	270	387	769	817
300-599	905	1,299	2,264	2,799
600-999	1,606	1,630	2,396	2,892
1,000-2,499	1,118	1,515	2,111	2,747
2,500-7,499	865	785	1,627	2,149
7,500+	2,100	2,044	3,603	4,622
State	6,864	7,660	12,770	16,026

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services,
Basic Educational Data Survey, Early Childhood file.

Note: These figures do not include special education programs.

Table 91

**IOWA PUBLIC SCHOOL PRESCHOOL PERCENT ENROLLMENT BY ENROLLMENT
CATEGORY 1997-1998, 2001-2002, 2006-2007, AND 2007-2008**

Enrollment Category	1997-1998	2001-2002	2006-2007	2007-2008
<300	3.9%	5.1%	6.0%	5.1%
300-599	13.2	17.0	17.7	17.5
600-999	23.4	12.3	18.8	18.0
1,000-2,499	16.3	19.8	16.5	17.1
2,500-7,499	12.6	10.2	12.7	13.4
7,500+	30.6	26.7	28.2	28.8
State	100.0	100.0	100.0	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services,
Basic Educational Data Survey, Early Childhood file.

Note: These figures do not include special education programs.
Figures may not total 100 percent due to rounding.

School Age Child Care Programs

Tables 92 and 93 show information on Iowa public school districts that offer school age child care programs. For 2007-2008, more districts offered school age child care programs compared to 2006-2007. After school programs were offered by 143 districts and 119 districts offered before school programs. Holiday programs were offered by 63 districts and summer programs were offered by 97 districts (Table 92).

Table 92

**IOWA PUBLIC SCHOOL DISTRICTS OFFERING SCHOOL AGE CHILD CARE
1997-1998 TO 2007-2008**

Year	Total Number of Districts	Before School		After School		Holiday		Summer	
		Number of Districts	Percent of Total Districts	Number of Districts	Percent of Total Districts	Number of Districts	Percent of Total Districts	Number of Districts	Percent of Total Districts
1997-1998	377	89	23.6%	106	28.1%	43	11.4%	61	16.2%
1998-1999	375	98	26.1	114	30.4	44	11.7	65	17.3
1999-2000	374	92	24.6	113	30.2	38	10.2	67	17.9
2000-2001	371	90	24.3	117	31.5	41	11.1	67	18.1
2001-2002	371	90	24.3	114	30.7	35	9.4	62	16.7
2002-2003	371	90	24.3	113	30.5	40	10.8	70	18.9
2003-2004	370	102	27.6	130	35.1	47	12.7	81	21.9
2004-2005	367	104	28.3	135	36.8	47	12.8	85	23.2
2005-2006	365	113	31.0	144	39.5	56	15.3	88	24.1
2006-2007	365	107	29.3	131	35.9	57	15.6	90	24.7
2007-2008	364	119	32.7	143	39.3	63	17.3	97	26.6

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services,
Basic Educational Data Survey, Early Childhood file.

In 2007-2008, districts with less than 2,500 students offered more after school programs than before school programs (Table 93).

Table 93

IOWA PUBLIC SCHOOL DISTRICTS OFFERING SCHOOL AGE CHILD CARE BY DISTRICT ENROLLMENT CATEGORY 2007-2008									
Year	Total Number of Districts	Before School		After School		Holiday		Summer	
		Number of Districts	Percent of Total Districts	Number of Districts	Percent of Total Districts	Number of Districts	Percent of Total Districts	Number of Districts	Percent of Total Districts
<300	53	14	26.4%	17	32.1%	6	11.3%	15	28.3%
300-599	111	22	19.8	29	26.1	9	8.1	12	10.8
600-999	88	28	31.8	33	37.5	13	14.8	21	23.9
1,000-2,499	80	28	35.0	37	46.3	18	22.5	28	35.0
2,500-7,499	22	18	81.8	18	81.8	11	50.0	14	63.6
7,500+	10	9	90.0	9	90.0	6	60.0	7	70.0
State	364	119	32.7	143	39.3	63	17.3	97	26.6
Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Early Childhood file.									

STUDENT PERFORMANCE

The student performance chapter contains two major sections. The first section reports the State Indicators of Student Success data required by *Iowa Administrative Code*. The second section provides achievement trends and student performance for all students by enrollment categories, gender, race/ethnicity, and other subgroups.

Based on various external sources, the current chapter reports student achievement on the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED) in reading comprehension and mathematics; biennium trends in reading and mathematics for grades 4, 8, and 11 and biennium trends in science for grades 8 and 11; and the average scores for high school senior test takers on the American College Testing Assessment (ACT) and the Scholastic Assessment Test (SAT). This chapter also shows the Advanced Placement (AP) examination results for high school students. Comparisons are made between Iowa, other states, and the nation when data are available. The most used internal data sources, the Basic Educational Data Survey (BEDS) and the Project EASIER files, are collected annually in spring, and fall by the Iowa Department of Education. The BEDS and Project EASIER data used in this chapter provide information pertaining to dropouts for grades 7-12 and 9-12, high school graduation rates, high school graduate intentions, postsecondary enrollment options, kindergarten literacy assessment for public school students, and suspension and expulsion data.

State Indicators of Student Success

The seven required state indicators for student success are: 1) The percentage of all fourth, eighth, and eleventh grade students achieving a proficient or higher reading status on the ITBS or ITED; 2) The percentage of all fourth, eighth, and eleventh grade students achieving a proficient or higher mathematics status on the ITBS or ITED; 3) The percentage of all eighth and eleventh grade students achieving a proficient or higher science status on the ITBS or ITED; 4) The percentage of students considered as dropouts for grades 7 through 12 and the percentage of high school students who graduate; 5) The percentage of high school seniors who intend to pursue postsecondary education/training; 6) The percentage of high school students achieving at the ACT national average score or above and the percentage of students achieving an ACT score of 20 or above; and 7) The percentage of high school graduates who complete a “core” high school program of four years of English-language arts and three or more years each of mathematics, science, and social studies (*Iowa Administrative Code* – 12.8(3)).

Subgroup data are shown for gender, race/ethnicity, socioeconomic status (determined by eligibility for free or reduced price lunch), disability status (determined by the presence of an individualized education plan – IEP), primary language status (determined by English Language Learner status), and migrant/non-migrant status (defined by Title I requirements).

Several additional pieces of information about the achievement level summaries are needed for interpretive purposes. These are outlined below:

1. The approximate number of students per grade per year upon which the percentages for 2007-2008 are based are: grade 4 - 38,100; grade 8 - 39,400 and grade 11 - 38,300.

2. Forms K and L of both test batteries were first used in Iowa in the 1993-1994 school year. Therefore, that year was chosen to develop baseline data that schools might use as a beginning to establish goals and for describing local achievement trends. The baseline biennium is 1993-1995. Beginning in 2001-2002, Forms A and B with 2000 national norms were used in Iowa instead of Forms K and L, and the data for that year were adjusted to 1992 norms to compute the 2000-2002 biennium values reported here. For the 2001-2003 and subsequent bienniums, however, only the 2000 norms were used.
3. The Achievement Levels Report for the ITBS and ITED is provided to Iowa schools to help describe the level of performance of student groups and monitor the progress of groups over time. For each of the three main achievement levels—Low, Intermediate, and High—descriptors are included in the report to identify what the typical student in each level is able to do. The Iowa Department of Education has combined the Intermediate and High performance levels to define a single achievement level called “Proficient” as a student performance indicator. Proficient and Less-Than-Proficient are labels used to describe the performance of groups that are at or above an acceptable standard or below that standard, respectively. For accountability purposes, the Iowa Department of Education uses the national percentile rank scale from the 2000 norming of ITBS and ITED. Low performance is the range 1-40, Intermediate is 41-89, and High is 90-99. Consequently, the Proficient range is percentile ranks 41-99. The percentile ranks 1-40 are regarded as Less-Than-Proficient.
4. Comparisons of results from one grade to another are not appropriate because the corresponding descriptions of performance are not the same from grade to grade. For example, “Low” in reading comprehension does not have the same meaning at grade 4 and grade 11.
5. Comparisons from one subject area to another are not appropriate because the corresponding descriptions of performance are different from subject to subject. For example, “Low” in grade 4 reading comprehension does not have the same meaning as “Low” in grade 4 mathematics.
6. Separate tables show achievement level performance for students by gender, race/ethnicity, disability, socioeconomic, primary language, and migrant subgroups. These subgroups vary in size in a given biennium, and each varies in size from year to year. The subgroup data should not be averaged to obtain an overall value and will not match the data for the total grade group.

Subgroup Iowa Student Counts for ITBS and ITED Reading, Mathematics, and Science Test-Takers

Three of the seven indicators requested by the State Board of Education are percent proficient for Iowa students in the selected grades in each subgroup on ITBS and ITED reading, mathematics, and science. Since group size varies from one subgroup to another, it is important to show the number of students tested by subgroup. The approximate average number of students tested by grade (in grades 4, 8, and 11) and by subgroup for ITBS and ITED reading comprehension and mathematics for the biennium periods 2001-2003 through 2006-2008 are shown in Tables 94 and 95. Table 96 shows the approximate average number of grade eight and 11 students tested by subgroup for ITBS and ITED science for the same four biennium periods. The number of students tested in Tables 94 to 96 include both public and nonpublic school participants.

The two smallest subgroups in Tables 94 to 96 are American Indian and migrant students. White is the largest subgroup tested in Iowa.

Table 94

**APPROXIMATE AVERAGE NUMBER OF IOWA STUDENTS TESTED ON ITBS
AND ITED READING COMPREHENSION TESTS BY SUBGROUP
BIENNIUM PERIODS 2001-2003 TO 2006-2008**

Grade 4	2001-2003	2002-2004	2003-2005	2004-2006	2005-2007	2006-2008
Male	19,970	19,510	19,140	18,920	18,970	19,220
Female	19,360	19,970	18,316	18,040	18,060	18,420
African American	1,700	1,690	1,730	1,790	1,960	2,160
American Indian	230	210	208	210	230	220
Asian	500	600	650	710	770	810
Hispanic	1,510	1,740	2,002	2,170	2,340	2,500
White	33,570	32,470	32,191	31,840	31,580	31,800
Prim Lng. ELL ¹	920	1,120	1,204	1,330	1,590	1,700
Migrant ²	260	310	328	280	250	210
SES Eligible ³	11,350	11,550	11,756	11,610	11,950	12,800
IEP ⁴	4,460	4,420	4,195	4,170	4,480	4,660
Grade 8	2001-2003	2002-2004	2003-2005	2004-2006	2005-2007	2006-2008
Male	20,620	20,860	20,779	20,430	20,250	20,110
Female	19,740	19,950	19,958	19,780	19,430	18,990
African American	1,300	1,490	1,622	1,800	1,920	1,960
American Indian	230	250	242	230	220	220
Asian	560	580	636	690	725	740
Hispanic	1,160	1,390	1,644	1,840	1,980	2,130
White	34,860	35,420	35,850	35,370	34,690	33,930
Prim Lng. ELL ¹	480	670	742	830	940	950
Migrant ²	140	180	208	220	200	160
SES Eligible ³	9,680	10,730	11,299	11,370	11,550	11,720
IEP ⁴	5,630	5,670	5,600	5,420	5,460	5,320
Grade 11	2001-2003	2002-2004	2003-2005	2004-2006	2005-2007	2007-2008
Male	18,490	18,670	18,770	19,180	19,580	19,550
Female	18,240	17,980	18,079	18,540	18,810	18,920
African American	770	900	1,064	1,250	1,370	1,460
American Indian	120	140	198	220	200	190
Asian	550	590	652	670	660	670
Hispanic	770	970	1,155	1,280	1,410	1,600
White	33,150	33,030	33,233	33,970	34,550	34,440
Prim Lng. ELL ¹	370	510	532	590	660	650
Migrant ²	110	160	173	160	150	140
SES Eligible ³	5,620	6,370	7,054	7,770	8,430	8,890
IEP ⁴	3,340	3,810	4,110	4,330	4,590	4,620

Source: Iowa Testing Programs, The University of Iowa.

Notes: Number tested included both public and nonpublic students.

¹English Language Learner (ELL) refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

²Migrant status is defined as migrant or non-migrant as follows: Migrant — a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

³SES refers to socioeconomic status as determined by eligibility for free or reduced price meals.

⁴IEP indicates special education status, students with IEPs are classified as special education students.

Table 95

**APPROXIMATE AVERAGE NUMBER OF IOWA STUDENTS TESTED
ON ITBS AND ITED MATHEMATICS TESTS BY SUBGROUP
BIENNIUM PERIODS 2001-2003 TO 2006-2008**

Grade 4	2001-2003	2002-2004	2003-2005	2004-2006	2005-2007	2006-2008
Male	19,940	19,500	19,120	18,910	18,970	19,200
Female	19,330	19,970	18,298	18,040	18,050	18,390
African American	1,700	1,690	1,747	1,800	1,940	2,150
American Indian	220	210	218	220	220	220
Asian	580	600	654	710	770	820
Hispanic	1,500	1,730	2,003	2,170	2,350	2,510
White	33,570	32,470	32,191	31,840	31,580	31,800
Prim Lng. ELL ¹	920	1,120	1,204	1,330	1,590	1,700
Migrant ²	260	310	328	280	250	210
SES Eligible ³	11,350	11,550	11,756	11,610	11,950	12,800
IEP ⁴	4,460	4,420	4,195	4,170	4,480	4,660
Grade 8	2001-2003	2002-2004	2003-2005	2004-2006	2005-2007	2006-2008
Male	20,620	20,860	20,779	20,430	20,250	20,110
Female	19,740	19,950	19,958	19,780	19,430	18,990
African American	1,300	1,490	1,622	1,800	1,920	1,960
American Indian	230	250	242	230	220	220
Asian	560	580	636	690	725	740
Hispanic	1,160	1,390	1,644	1,840	1,980	2,130
White	34,540	35,300	35,812	35,330	34,620	33,870
Prim Lng. ELL ¹	490	670	744	840	950	960
Migrant ²	150	185	205	220	210	170
SES Eligible ³	9,610	10,730	11,276	11,350	11,520	11,680
IEP ⁴	5,580	5,630	5,576	5,400	5,430	5,290
Grade 11	2001-2003	2002-2004	2003-2005	2004-2006	2005-2007	2007-2008
Male	18,450	18,650	18,768	19,180	19,570	19,550
Female	18,190	17,970	18,078	18,540	18,810	18,910
African American	780	900	1,056	1,250	1,370	1,450
American Indian	120	140	199	220	200	190
Asian	550	590	652	670	660	680
Hispanic	760	960	1,160	1,280	1,400	1,600
White	33,090	33,000	33,222	33,960	34,540	34,430
Prim Lng. ELL ¹	370	510	532	600	670	660
Migrant ²	120	160	172	160	150	150
SES Eligible ³	5,620	6,370	7,050	7,760	8,420	8,890
IEP ⁴	3,350	3,820	4,114	4,340	4,580	4,620

Source: Iowa Testing Programs, The University of Iowa.

Notes: Number tested included both public and nonpublic students.

¹English Language Learner (ELL) refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

²Migrant status is defined as migrant or non-migrant as follows: Migrant — a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

³SES refers to socioeconomic status as determined by eligibility for free or reduced price meals.

⁴IEP indicates special education status, students with IEPs are classified as special education students.

Table 96

**APPROXIMATE AVERAGE NUMBER OF IOWA STUDENTS TESTED
ON ITBS AND ITED SCIENCE TESTS BY SUBGROUP
BIENNIUM PERIODS 2001-2003 TO 2006-2008**

Grade 8	2001-2003	2002-2004	2003-2005	2004-2006	2005-2007	2006-2008
Male	20,020	20,680	20,682	20,330	20,150	20,010
Female	19,310	19,770	19,862	19,680	19,330	18,880
African American	1,240	1,440	1,614	1,780	1,900	1,950
American Indian	230	250	240	230	220	220
Asian	560	550	638	690	720	740
Hispanic	1,140	1,380	1,643	1,840	1,980	2,120
White	34,240	35,160	35,718	35,230	34,520	33,760
Prim Lng. ELL ¹	480	670	742	830	940	950
Migrant ²	150	180	208	220	200	160
SES Eligible ³	9,480	10,640	11,264	11,330	11,520	11,680
IEP ⁴	5,540	5,610	5,554	5,380	5,420	5,300
Grade 11	2001-2003	2002-2004	2003-2005	2004-2006	2005-2007	2007-2008
Male	18,320	18,520	18,664	19,040	19,410	19,420
Female	18,110	17,880	17,991	18,410	18,330	18,800
African American	760	880	1,040	1,220	1,330	1,420
American Indian	120	140	194	210	200	190
Asian	550	590	650	670	650	670
Hispanic	760	960	1,141	1,250	1,370	1,570
White	32,900	32,840	33,104	33,800	34,330	34,250
Prim Lng. ELL ¹	360	500	520	580	650	640
Migrant ²	110	160	172	160	150	140
SES Eligible ³	5,570	6,300	6,980	7,660	8,300	8,870
IEP ⁴	3,280	3,470	4,064	4,280	4,510	4,550

Source: Iowa Testing Programs, The University of Iowa.

Notes: Number tested included both public and nonpublic students.

¹English Language Learner (ELL) refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

²Migrant status is defined as migrant or non-migrant as follows: Migrant — a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

³SES refers to socioeconomic status as determined by eligibility for free or reduced price meals.

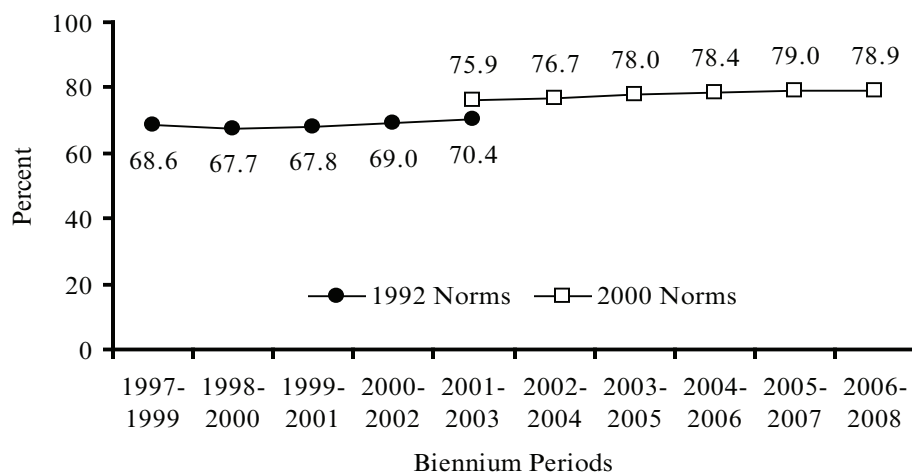
⁴IEP indicates special education status, students with IEPs are classified as special education students.

Reading

Indicator: Percentage of 4th, 8th, and 11th grade students achieving proficient or higher reading status on the ITBS Reading Comprehension Test or the ITED Reading Comprehension Test (reported for all students and by gender, race/ethnicity, socioeconomic status, disability, primary language status, and migrant status).

Figure 28

PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS READING COMPREHENSION TEST BIENNIAL PERIODS 1997-1999 TO 2006-2008

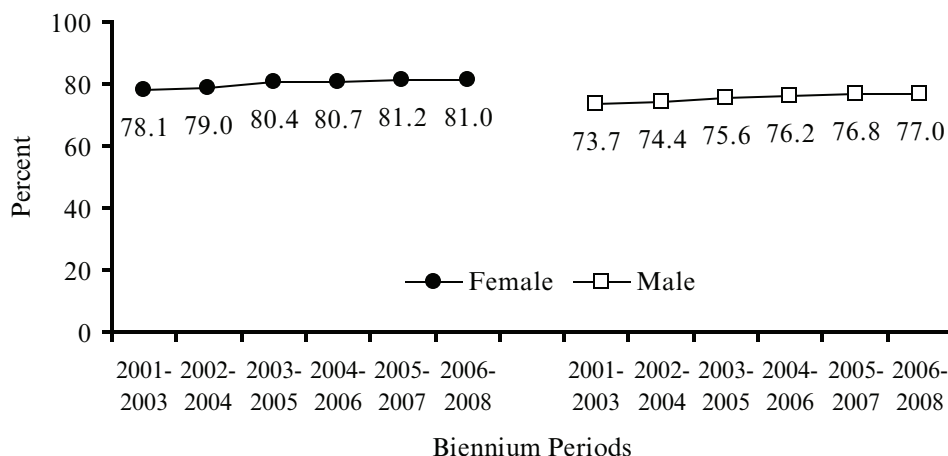


Source: Iowa Testing Programs, The University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years.
A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often can determine a selection's main idea and analyze its style and structure.

Figure 29

PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS READING COMPREHENSION TEST BY GENDER BIENNIAL PERIODS 2001-2003 TO 2006-2008

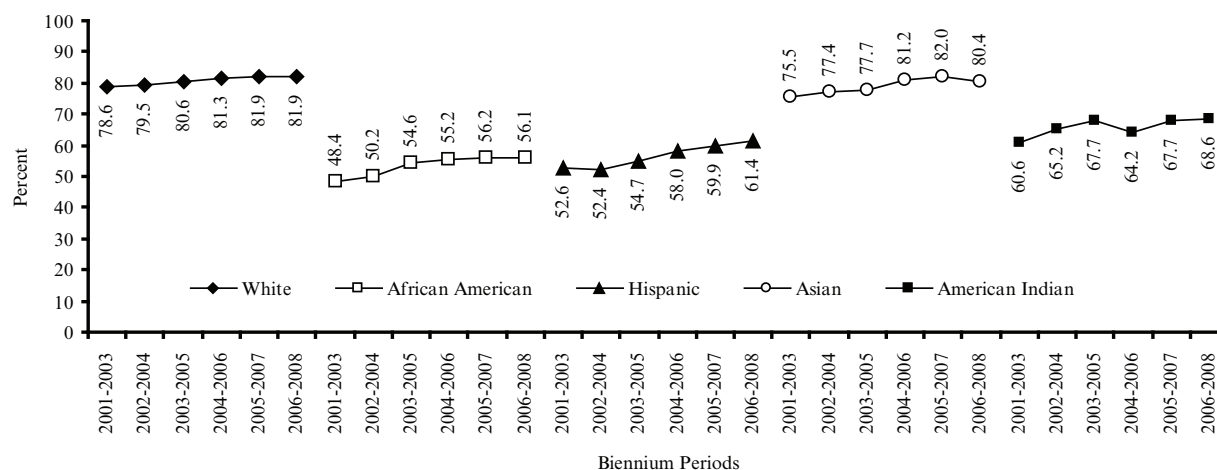


Source: Iowa Testing Programs, The University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years.
A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often can determine a selection's main idea and analyze its style and structure.

Figure 30

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS
READING COMPREHENSION TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 2001-2003 TO 2006-2008**



Source: Iowa Testing Programs, The University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years.

A student designated as proficient can, at a minimum, do the following:

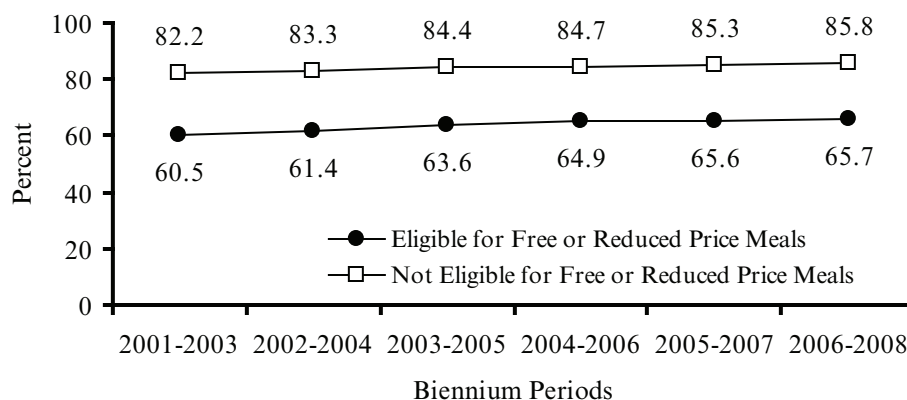
Usually understands factual information and new words in context.

Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

Often can determine a selection's main idea and analyze its style and structure.

Figure 31

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS
READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 TO 2006-2008**



Source: Iowa Testing Programs, The University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years.

A student designated as proficient can, at a minimum, do the following:

Usually understands factual information and new words in context.

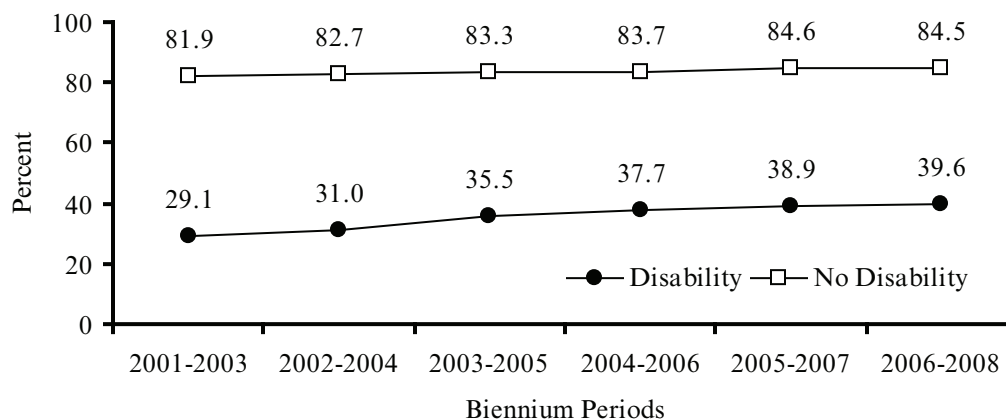
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

Often can determine a selection's main idea and analyze its style and structure.

*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 32

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON
ITBS READING COMPREHENSION TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 TO 2006-2008**



Source: Iowa Testing Programs, The University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually understands factual information and new words in context.

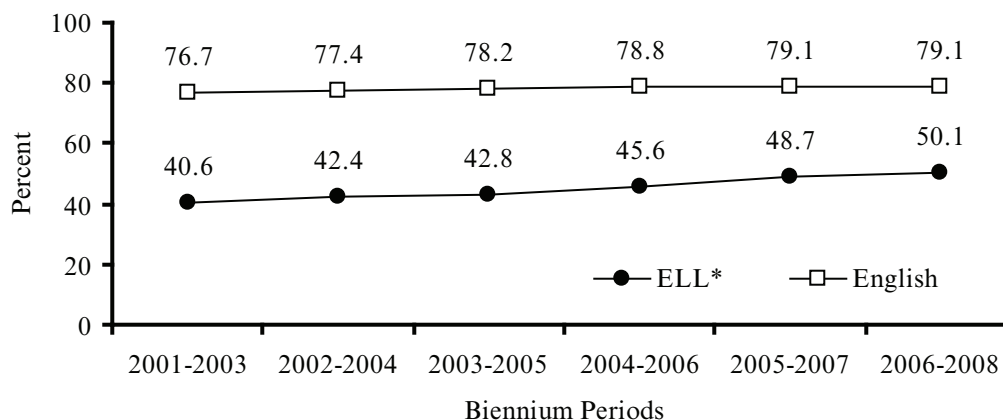
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

Often can determine a selection's main idea and analyze its style and structure.

*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 33

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON
ITBS READING COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 TO 2006-2008**



Source: Iowa Testing Programs, The University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually understands factual information and new words in context.

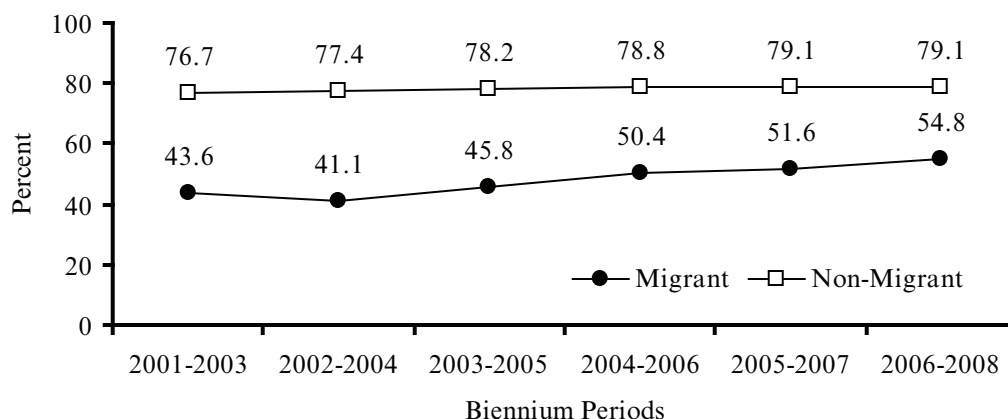
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

Often can determine a selection's main idea and analyze its style and structure.

*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 34

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON
ITBS READING COMPREHENSION TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 TO 2006-2008**



Source: Iowa Testing Programs, The University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually understands factual information and new words in context.

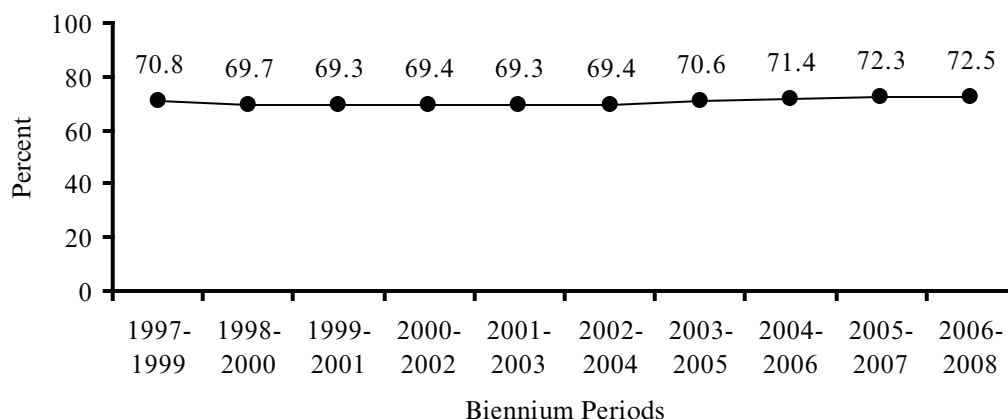
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

Often can determine a selection's main idea and analyze its style and structure.

*Migrant Status is defined as migrant or non-migrant as follows: Migrant — a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Figure 35

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS READING
COMPREHENSION TEST BIENNIUM PERIODS 1997-1999 TO 2006-2008**



Source: Iowa Testing Programs, The University of Iowa.

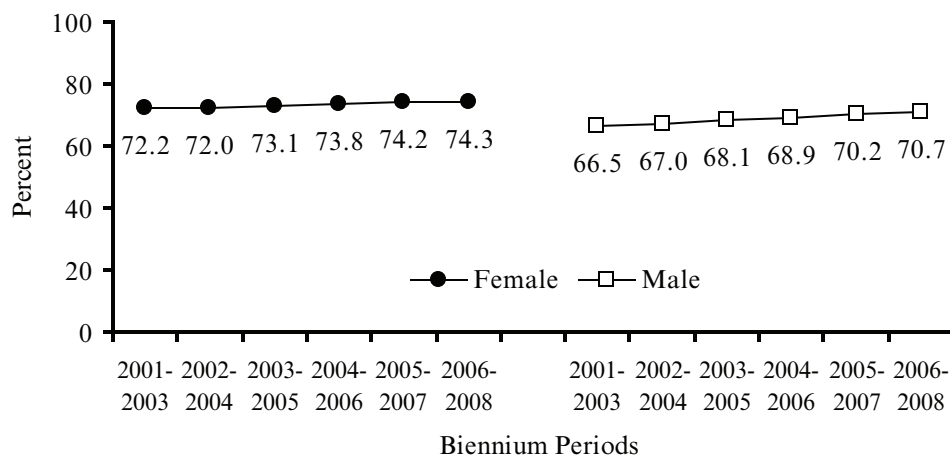
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

Often is able to determine a selection's main idea, identify the author's purpose or viewpoint, and analyze its style and structure.

Figure 36

PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS READING COMPREHENSION TEST BY GENDER BIENNIUM PERIODS 2001-2003 TO 2006-2008

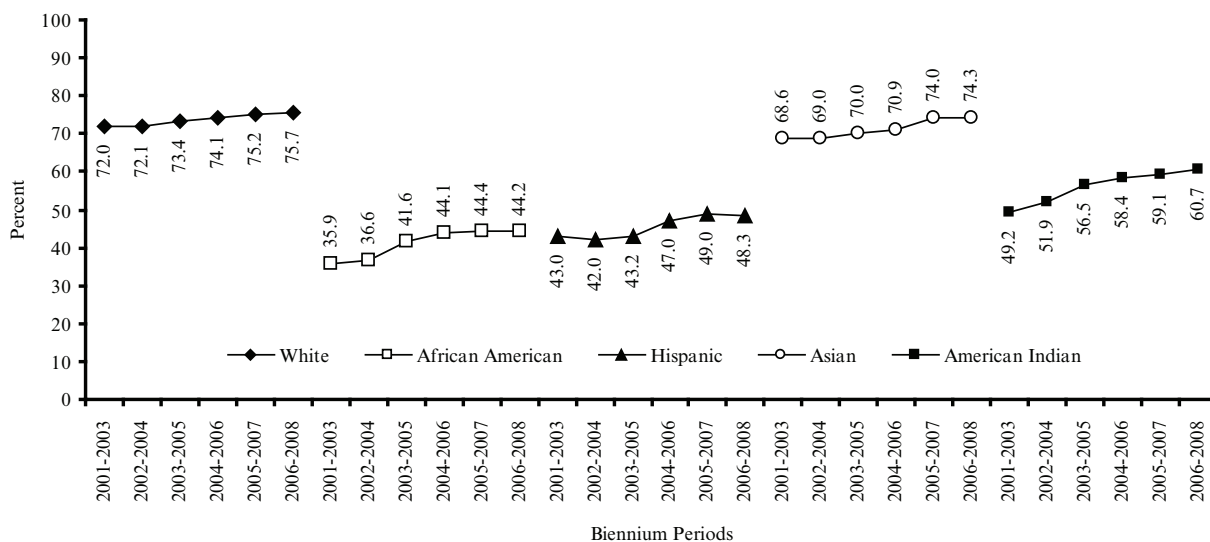


Source: Iowa Testing Programs, The University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.
Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

Figure 37

PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS READING COMPREHENSION TEST BY RACE/ETHNICITY BIENNIUM PERIODS 2001-2003 TO 2006-2008

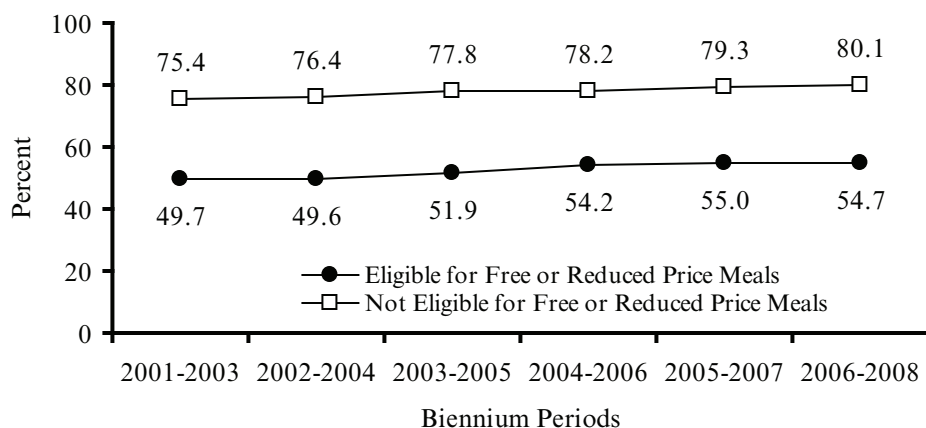


Source: Iowa Testing Programs, The University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.
Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

Figure 38

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 TO 2006-2008**



Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

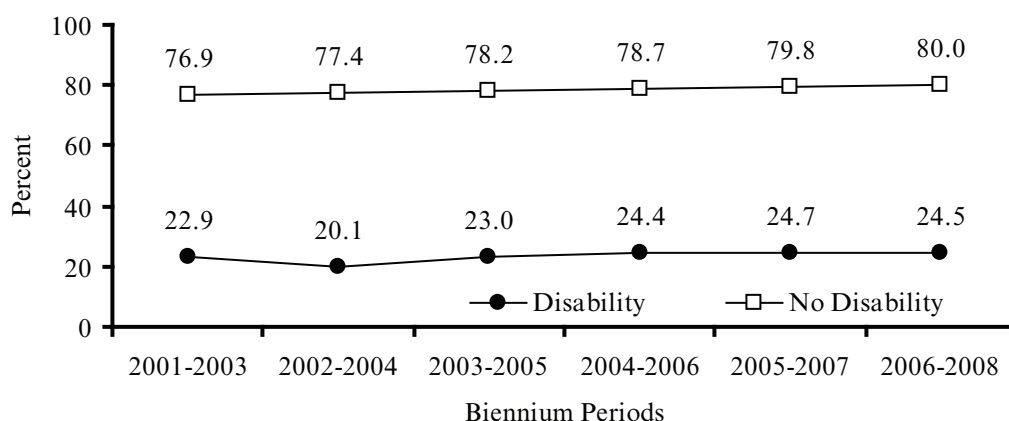
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 39

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
READING COMPREHENSION TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 TO 2006-2008**



Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

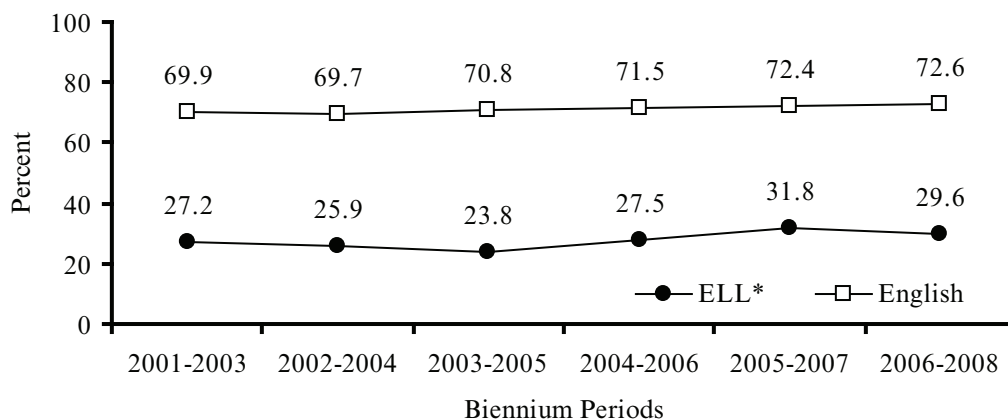
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

*Disability Status is determined by the presence of an individualized education plan.

Figure 40

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
READING COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 TO 2006-2008**



Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

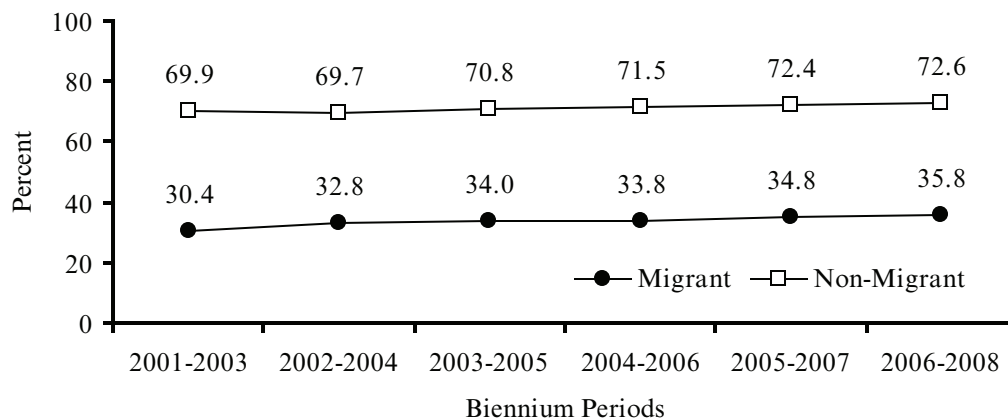
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 41

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
READING COMPREHENSION TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 TO 2006-2008**



Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

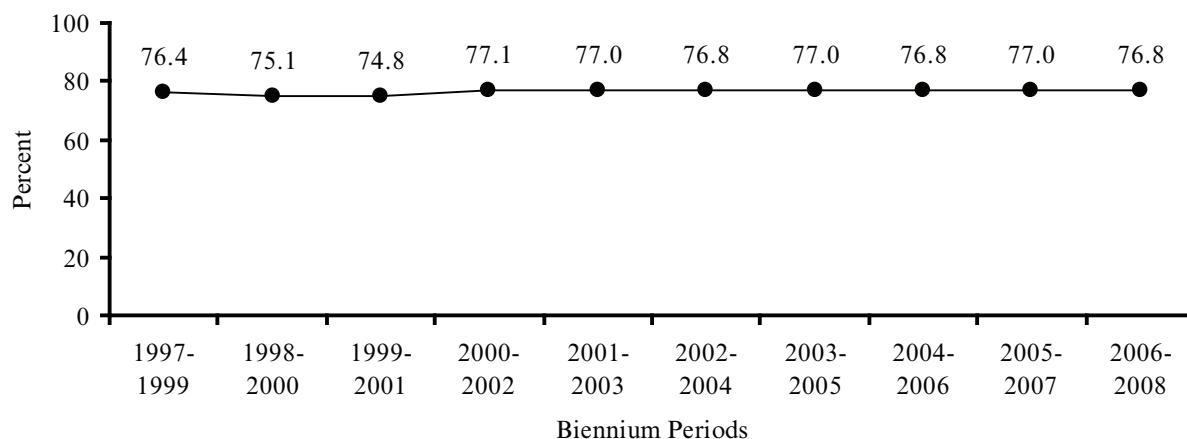
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

*Migrant status is defined as follows: Migrant — a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Figure 42

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED
READING COMPREHENSION TEST BIENNIUM PERIODS 1997-1999 TO 2006-2008**

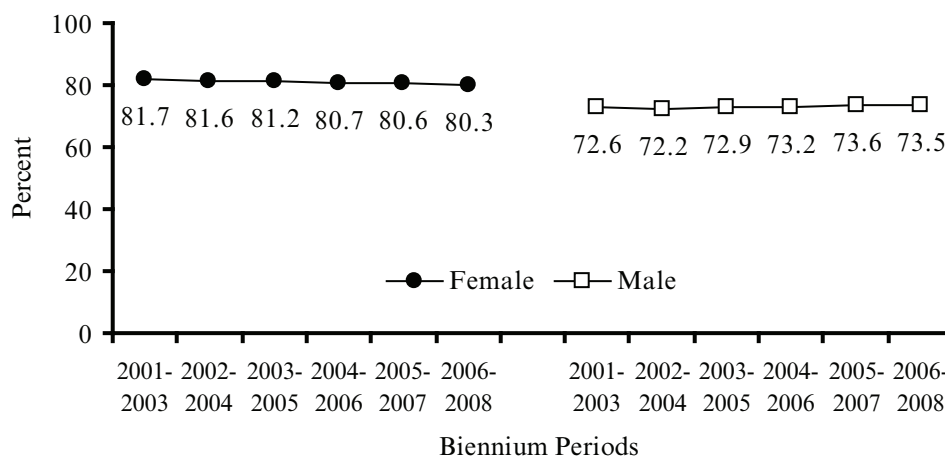


Source: Iowa Testing Programs, The University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

Figure 43

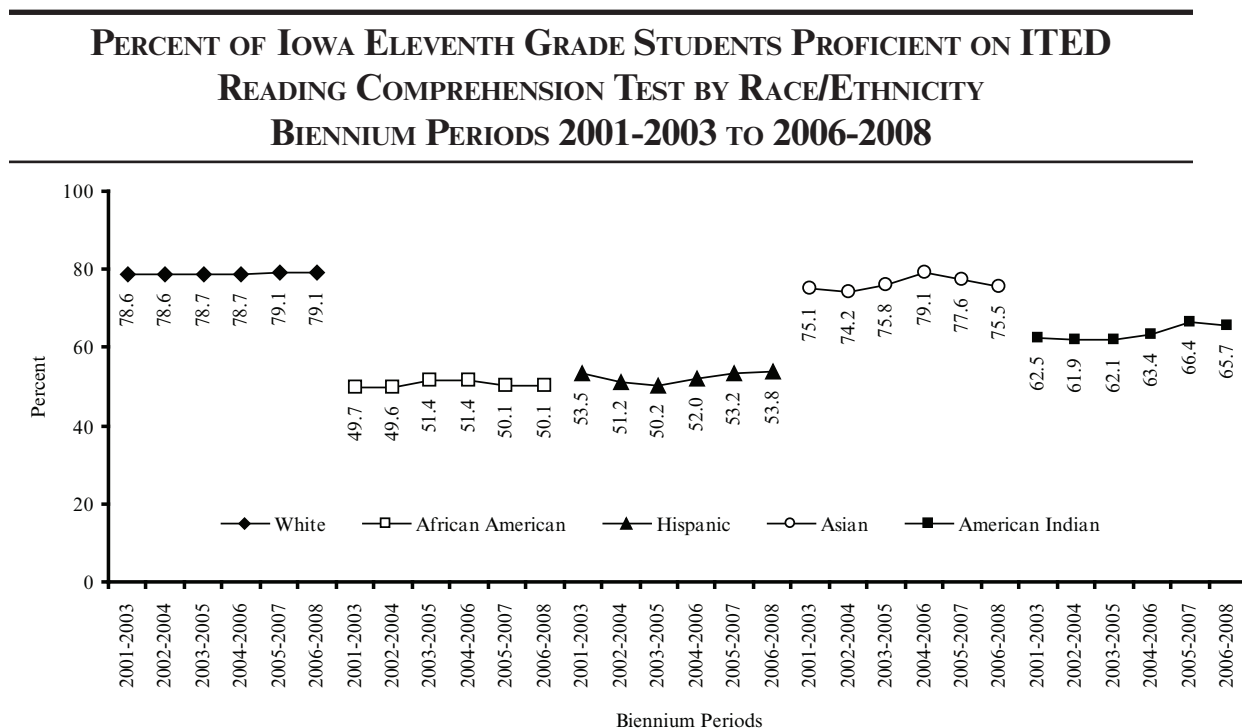
**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED
READING COMPREHENSION TEST BY GENDER
BIENNIUM PERIODS 2001-2003 TO 2006-2008**



Source: Iowa Testing Programs, The University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

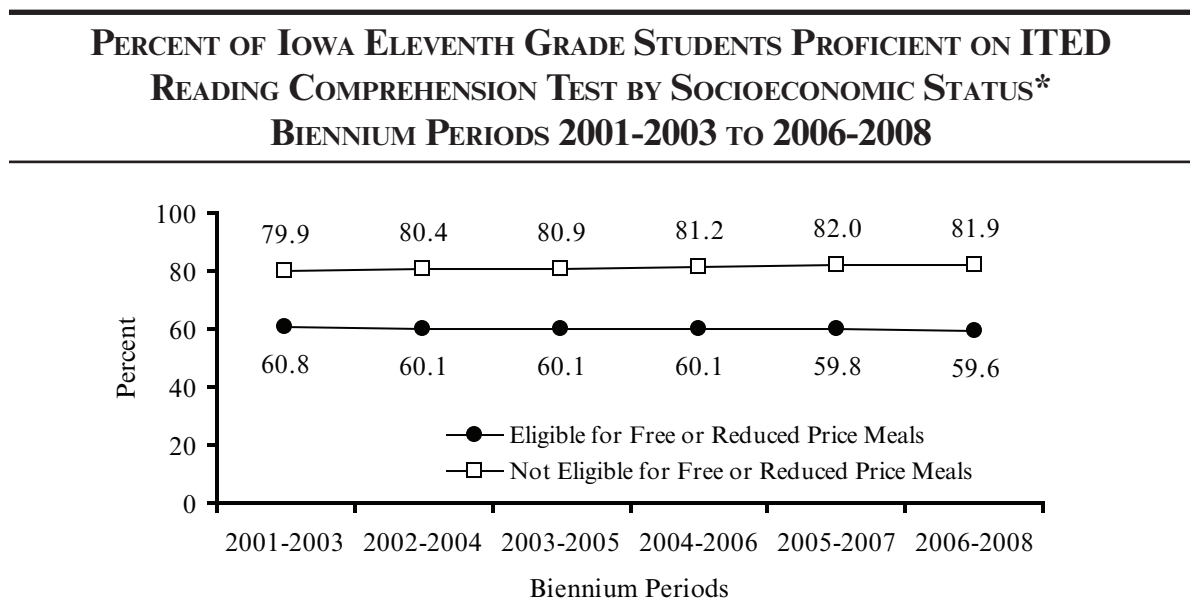
Figure 44



Source: Iowa Testing Programs, The University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

Figure 45

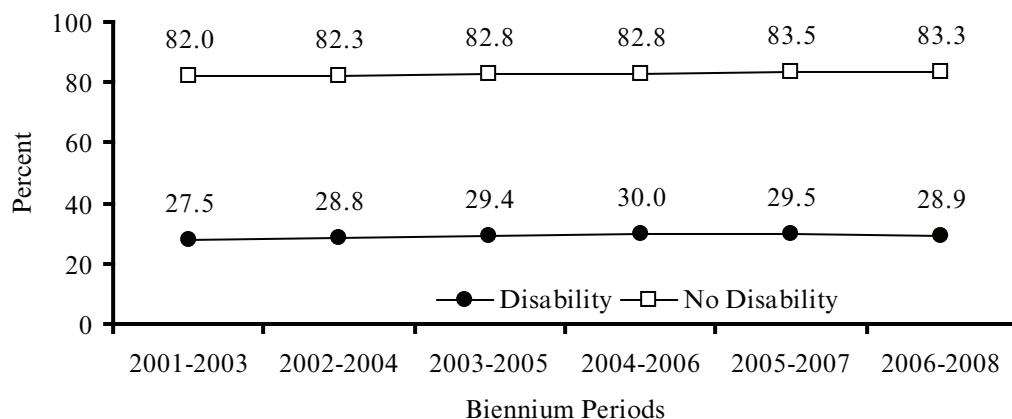


Source: Iowa Testing Programs, The University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 46

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED
READING COMPREHENSION TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 TO 2006-2008**



Source: Iowa Testing Programs, The University of Iowa.

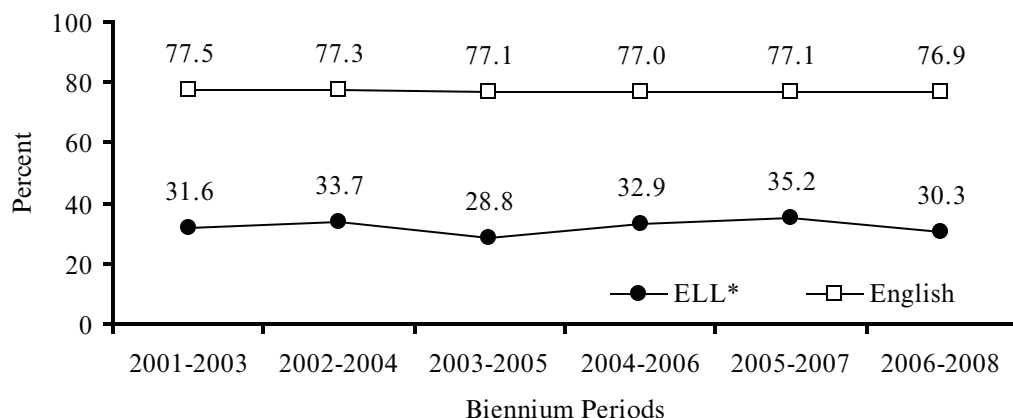
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 47

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED
READING COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 TO 2006-2008**



Source: Iowa Testing Programs, The University of Iowa.

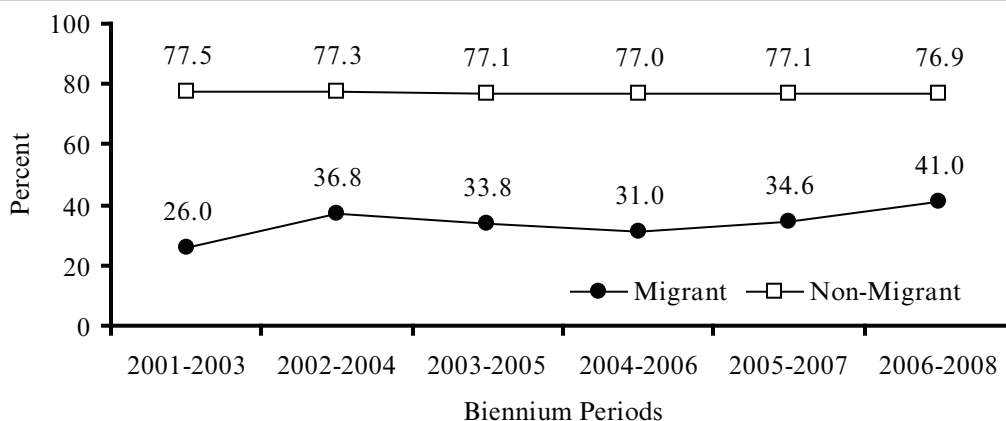
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 48

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED
READING COMPREHENSION TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 TO 2006-2008**



Source: Iowa Testing Programs, The University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

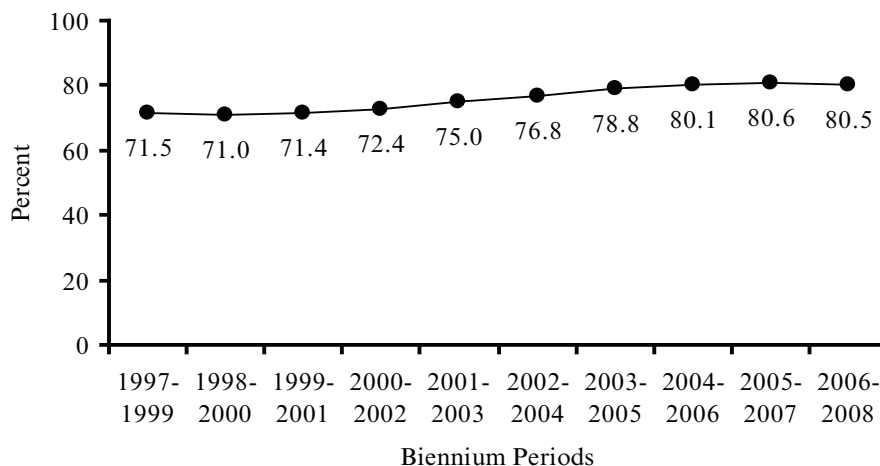
*Migrant Status is defined as migrant or non-migrant as follows: Migrant — a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Mathematics

Indicator: Percentage of 4th, 8th, and 11th grade students achieving proficient or higher mathematics status on the ITBS and ITED Mathematics Tests (reported for all students and by gender, race/ethnicity, socioeconomic status, disability, primary language status, and migrant status).

Figure 49

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS
MATHEMATICS TEST BIENNIUM PERIODS 1997-1999 TO 2006-2008**



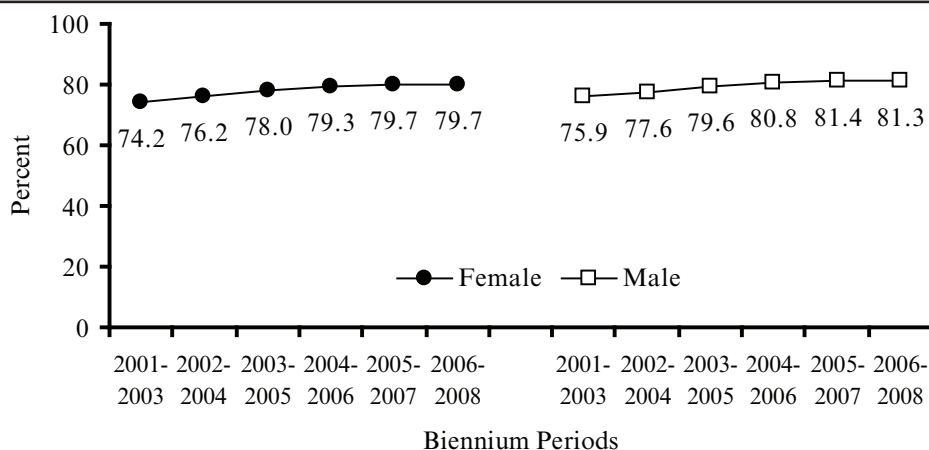
Source: Iowa Testing Programs, The University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

Figure 50

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS
MATHEMATICS TEST BY GENDER
BIENNIUM PERIODS 2001-2003 TO 2006-2008**

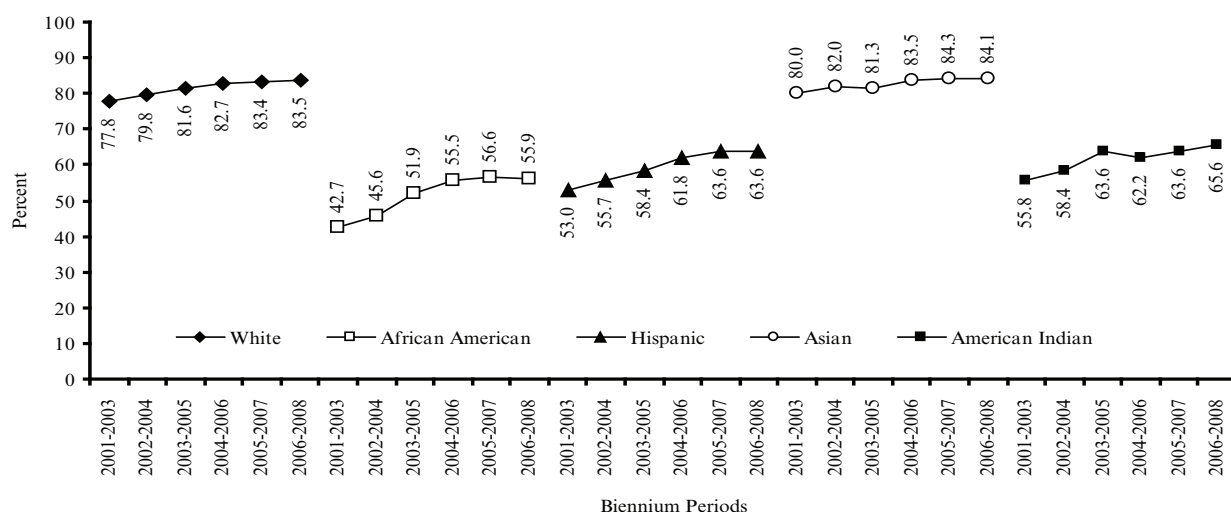


Source: Iowa Testing Programs, The University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts, usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

Figure 51

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
ON ITBS MATHEMATICS TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 2001-2003 TO 2006-2008**

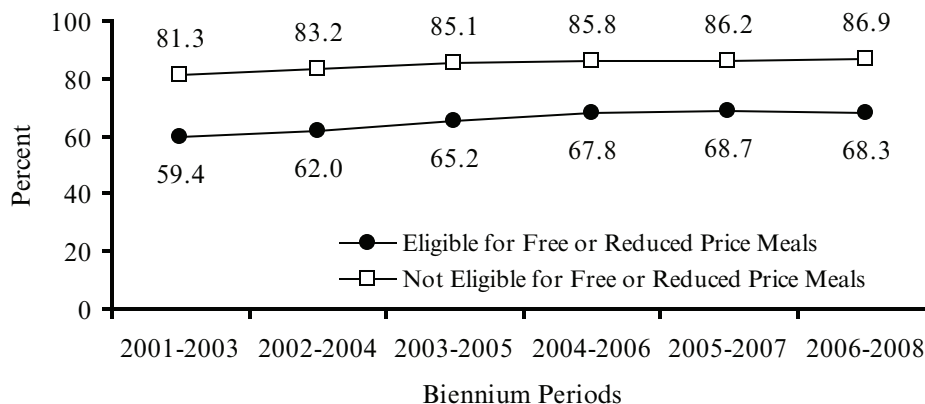


Source: Iowa Testing Programs, The University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts, usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

Figure 52

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS
MATHEMATICS TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 TO 2006-2008**



Source: Iowa Testing Programs, The University of Iowa.

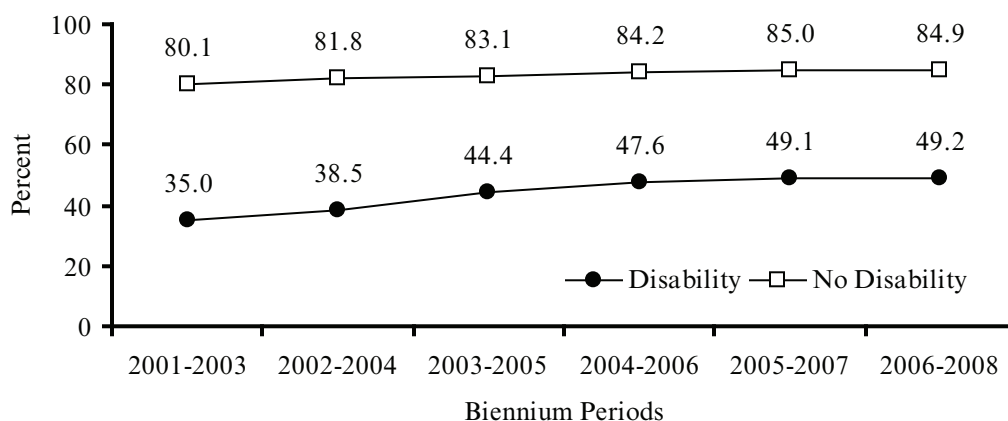
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Is developing an understanding of many math concepts, usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 53

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
ON ITBS MATHEMATICS TEST BY DISABILITY STATUS
BIENNIUM PERIODS 2001-2003 TO 2006-2008**



Source: Iowa Testing Programs, The University of Iowa.

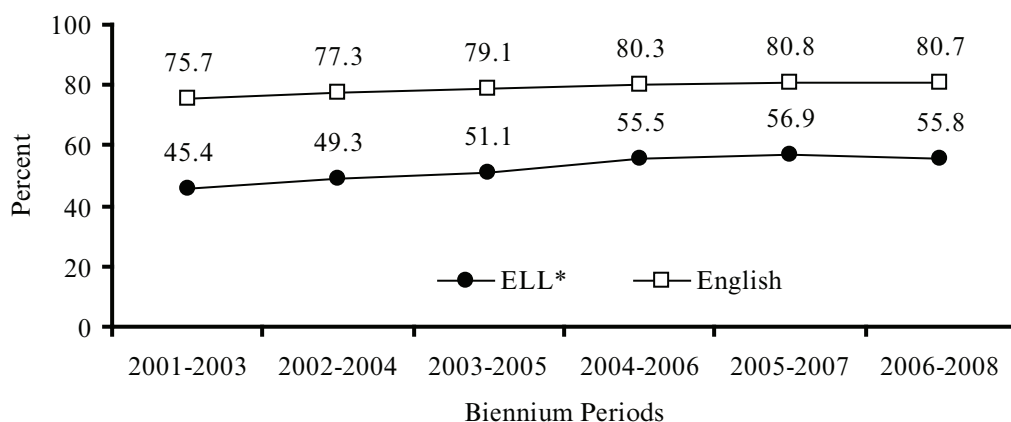
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Is developing an understanding of many math concepts, usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 54

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT ON ITBS
MATHEMATICS TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 TO 2006-2008**



Source: Iowa Testing Programs, The University of Iowa.

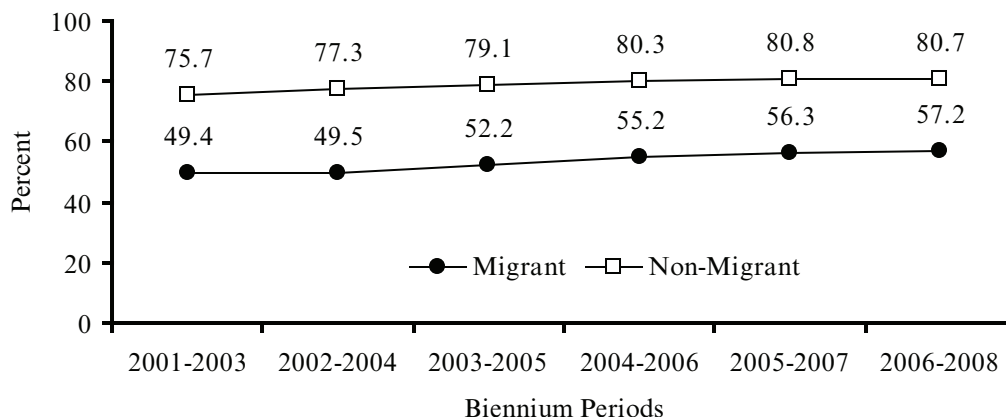
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Is developing an understanding of many math concepts, usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 55

**PERCENT OF IOWA FOURTH GRADE STUDENTS PROFICIENT
ON ITBS MATHEMATICS TEST BY MIGRANT STATUS
BIENNIUM PERIODS 2001-2003 TO 2006-2008**



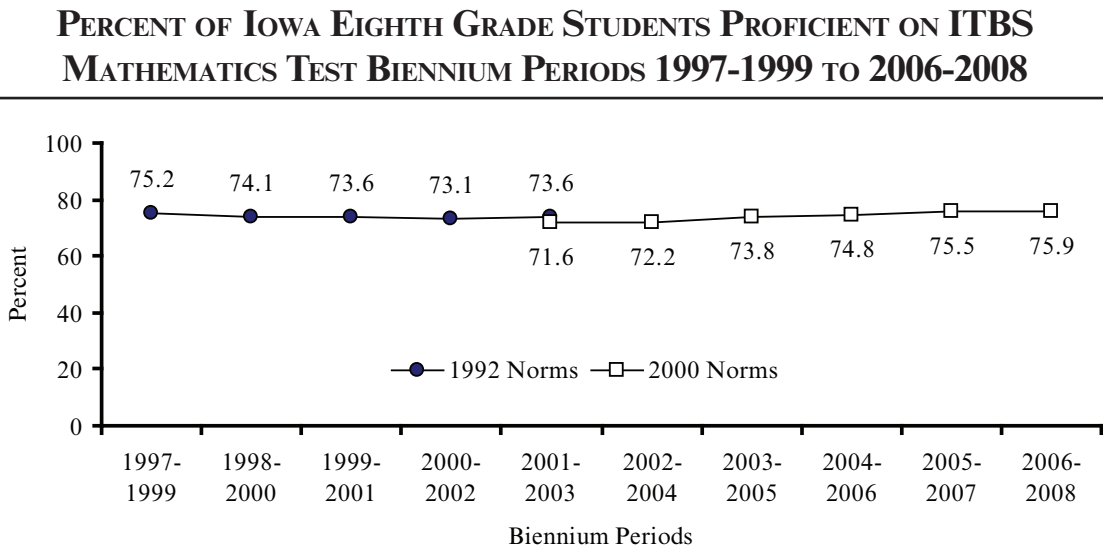
Source: Iowa Testing Programs, The University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Is developing an understanding of many math concepts, usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

*Migrant status is defined as migrant or non-migrant as follows: Migrant — a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

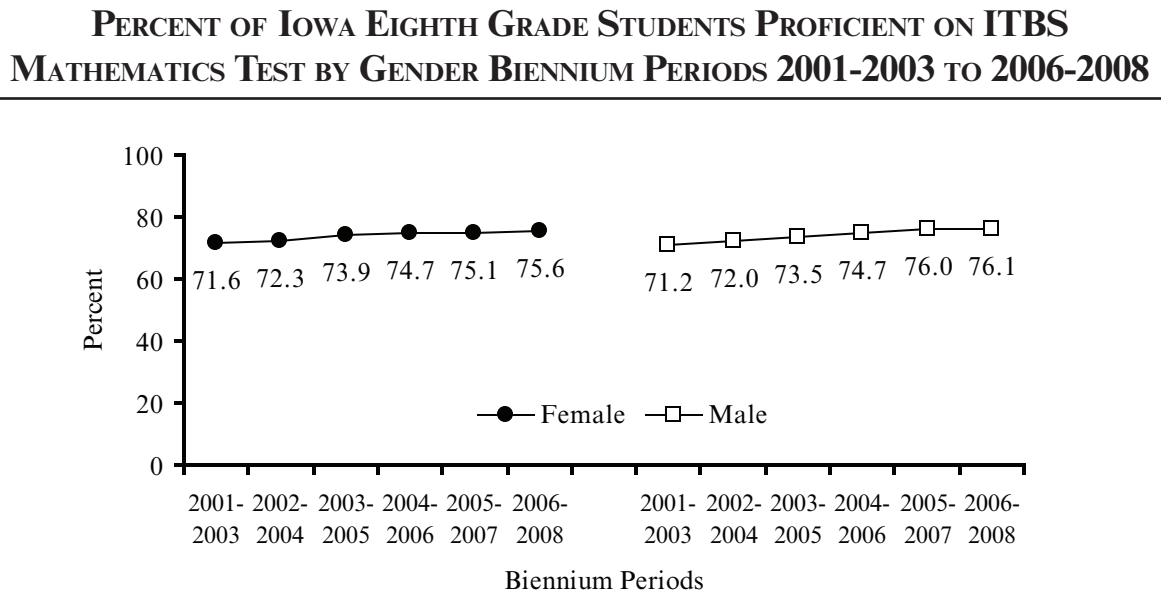
Figure 56



Source: Iowa Testing Programs, The University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

Figure 57

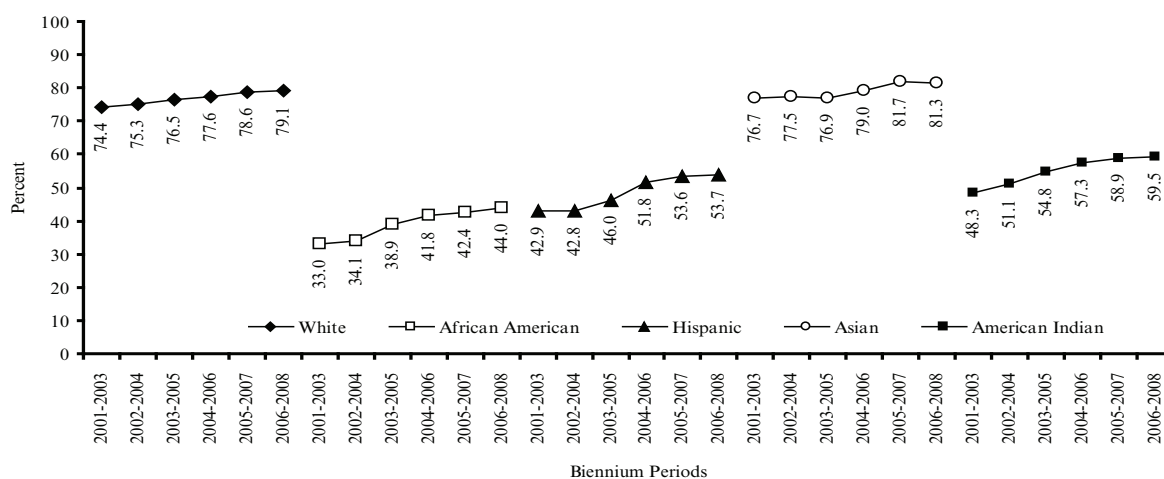


Source: Iowa Testing Programs, The University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

Figure 58

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
MATHEMATICS TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 2001-2003 TO 2006-2008**



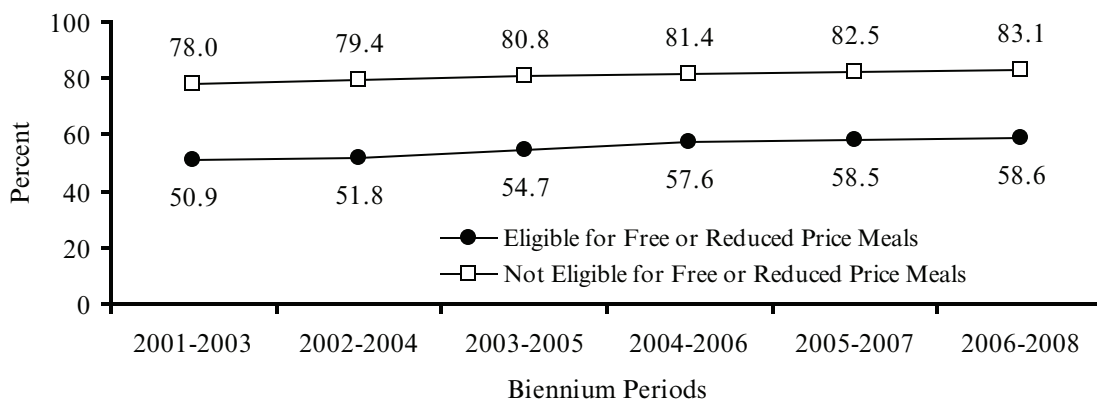
Source: Iowa Testing Programs, The University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

Figure 59

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
MATHEMATICS TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 TO 2006-2008**



Source: Iowa Testing Programs, The University of Iowa.

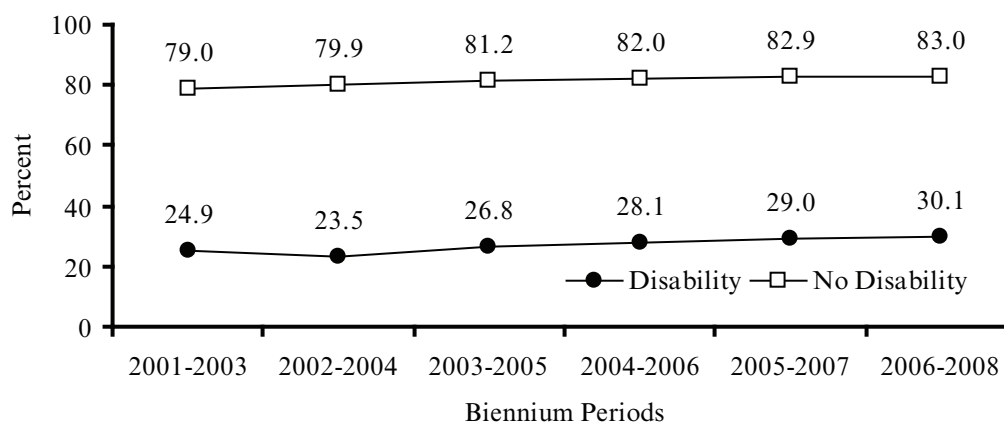
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 60

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
MATHEMATICS TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 TO 2006-2008**



Source: Iowa Testing Programs, The University of Iowa.

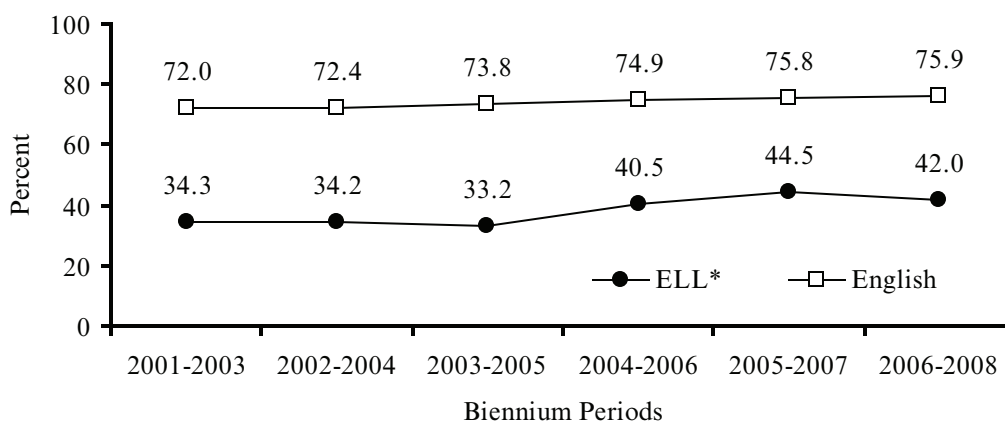
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 61

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
MATHEMATICS TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 TO 2006-2008**



Source: Iowa Testing Programs, The University of Iowa.

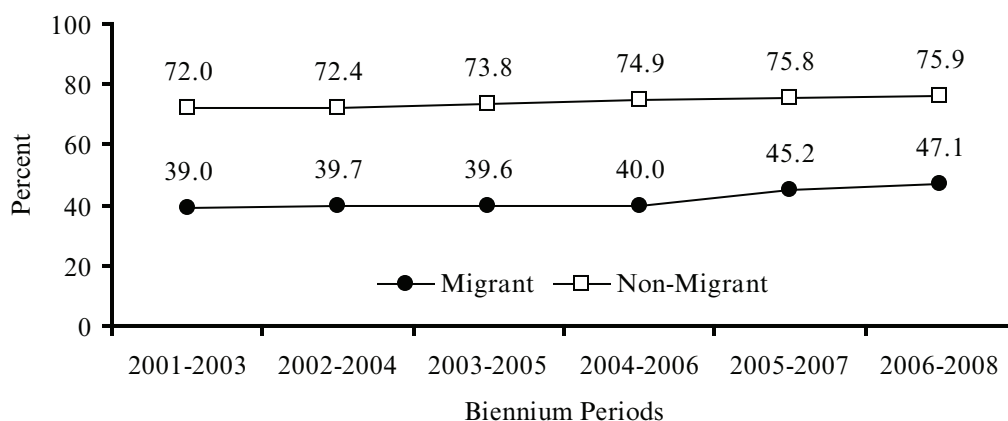
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 62

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS
MATHEMATICS TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 TO 2006-2008**



Source: Iowa Testing Programs, The University of Iowa.

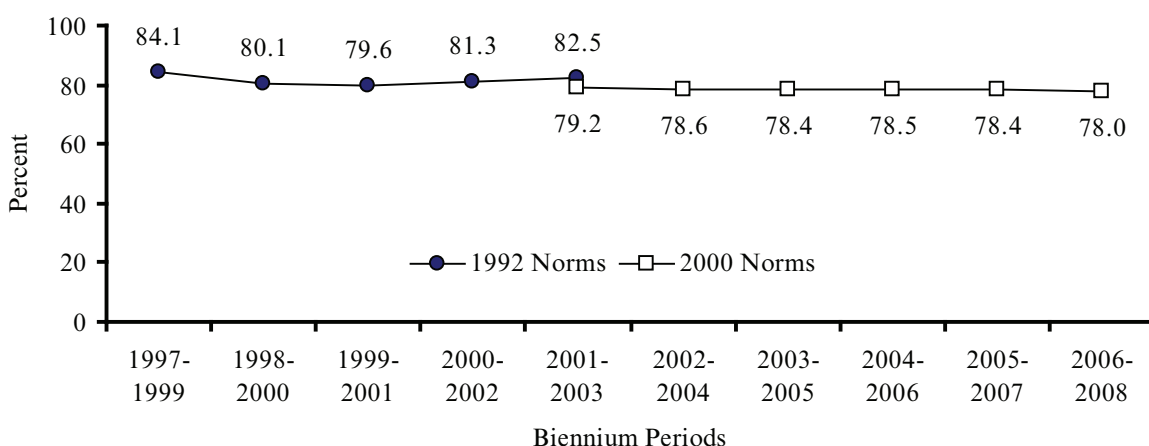
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

*Migrant Status is defined as migrant or non-migrant as follows: Migrant — a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Figure 63

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED
MATHEMATICS TEST BIENNIUM PERIODS 1997-1999 TO 2006-2008**



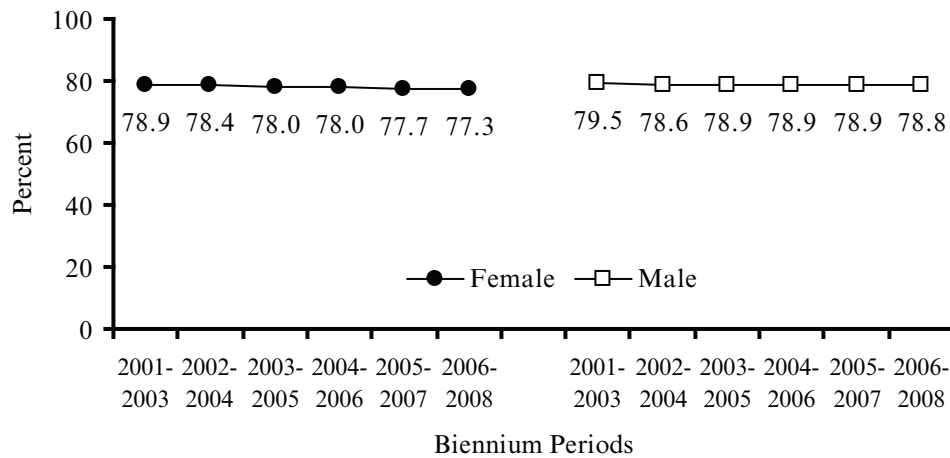
Source: Iowa Testing Programs, The University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

Figure 64

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED MATHEMATICS TEST BY GENDER
BIENNIUM PERIODS 2001-2003 TO 2006-2008**

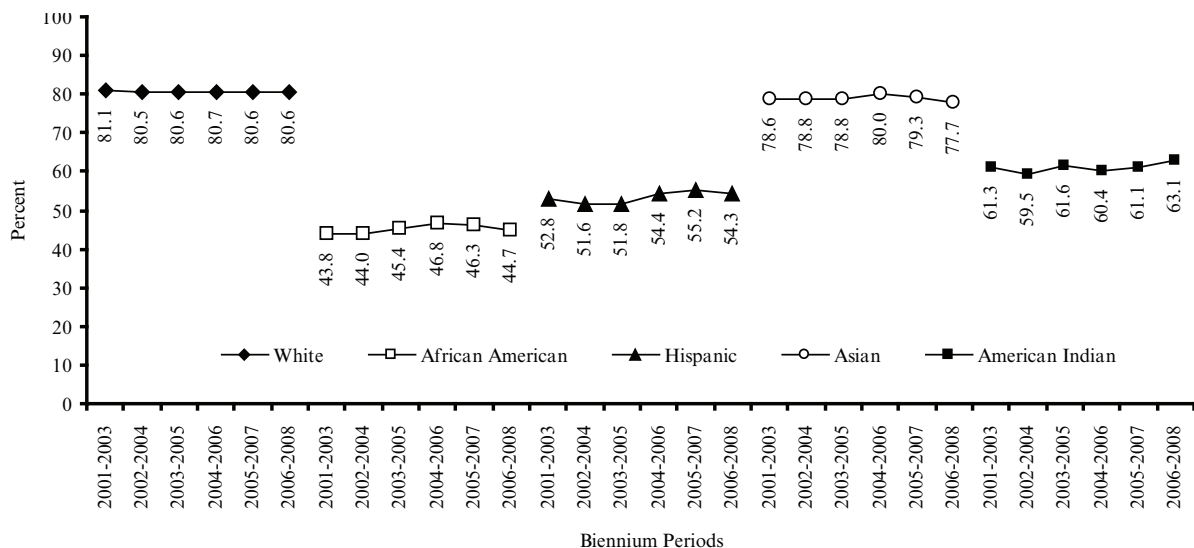


Source: Iowa Testing Programs, The University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

Figure 65

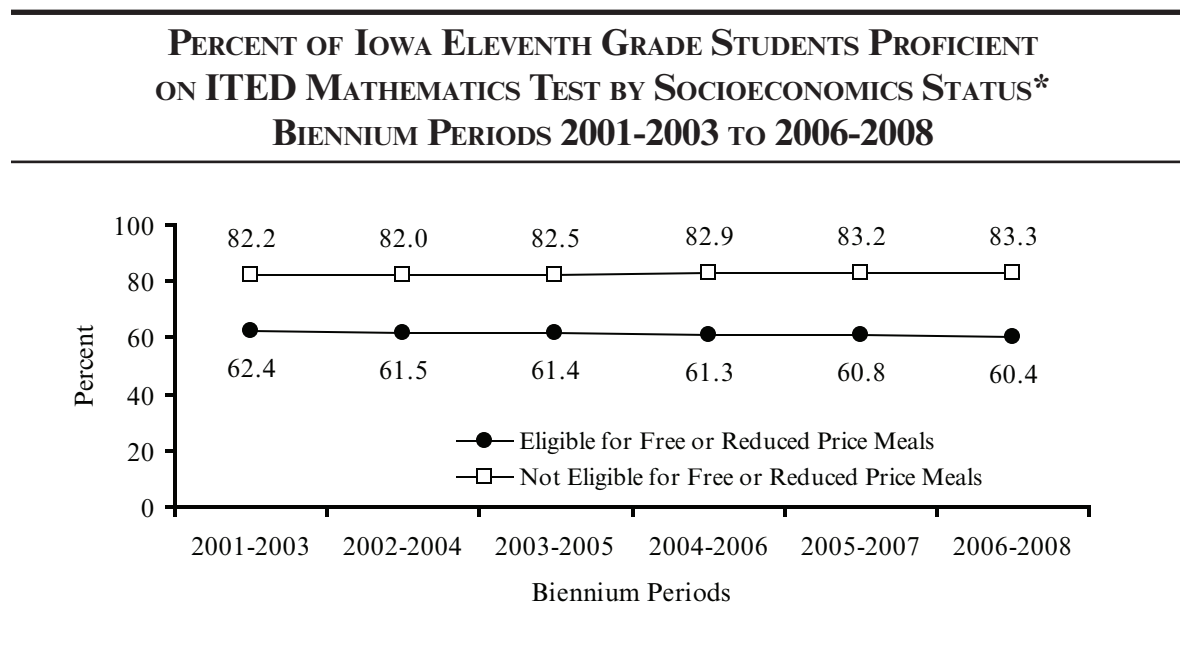
**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED
MATHEMATICS TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 2001-2003 TO 2006-2008**



Source: Iowa Testing Programs, The University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

Figure 66

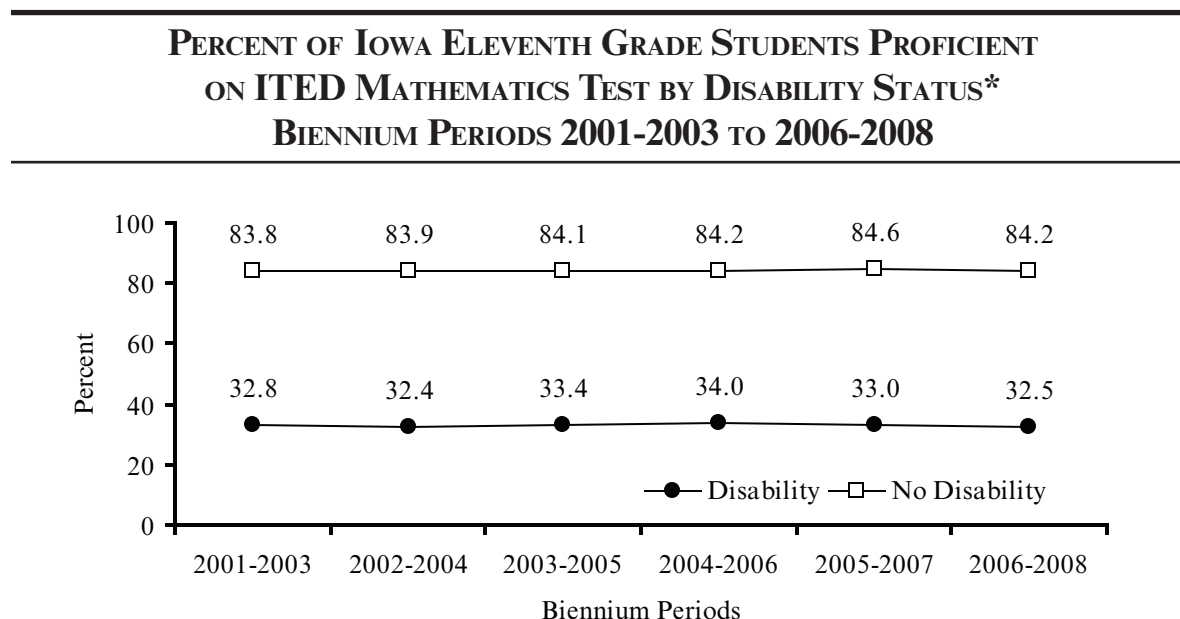


Source: Iowa Testing Programs, The University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 67



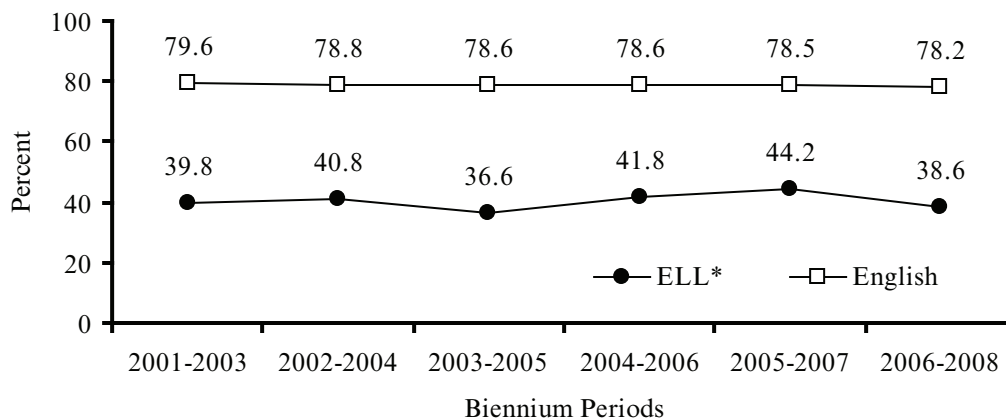
Source: Iowa Testing Programs, The University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 68

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED MATHEMATICS TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 TO 2006-2008**



Source: Iowa Testing Programs, The University of Iowa.

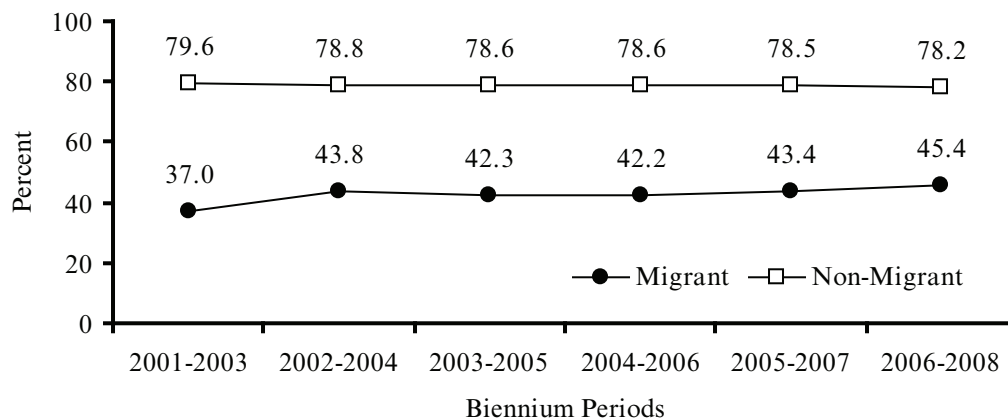
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 69

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED MATHEMATICS TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 TO 2006-2008**



Source: Iowa Testing Programs, The University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

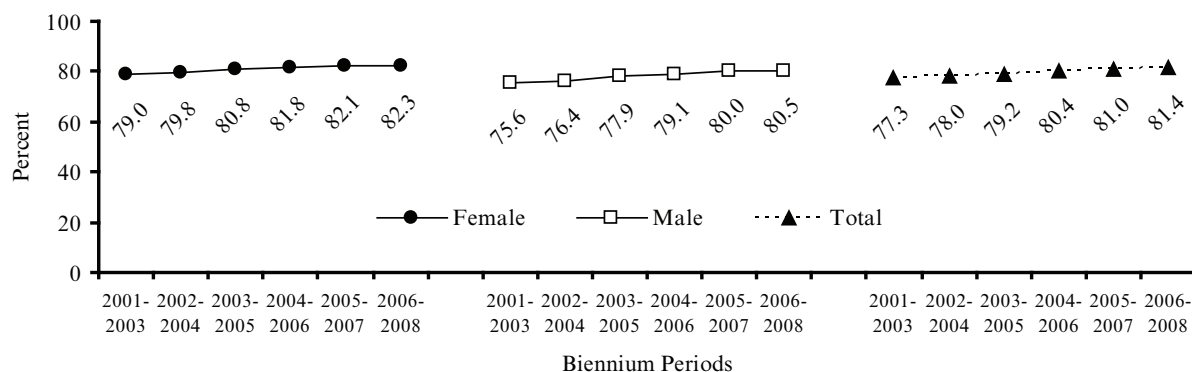
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

*Migrant Status is defined as migrant or non-migrant as follows: Migrant — a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Indicator: Percentage of 8th and 11th grade students achieving proficient or higher science status on the ITBS Science Test or the ITED Science Tests (reported for all students and by gender, race/ethnicity, socioeconomic status, disability, primary language status, and migrant status).

Figure 70

PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS SCIENCE TEST BY GENDER BIENNIUM PERIODS 2001-2003 TO 2006-2008



Source: Iowa Testing Programs, The University of Iowa.

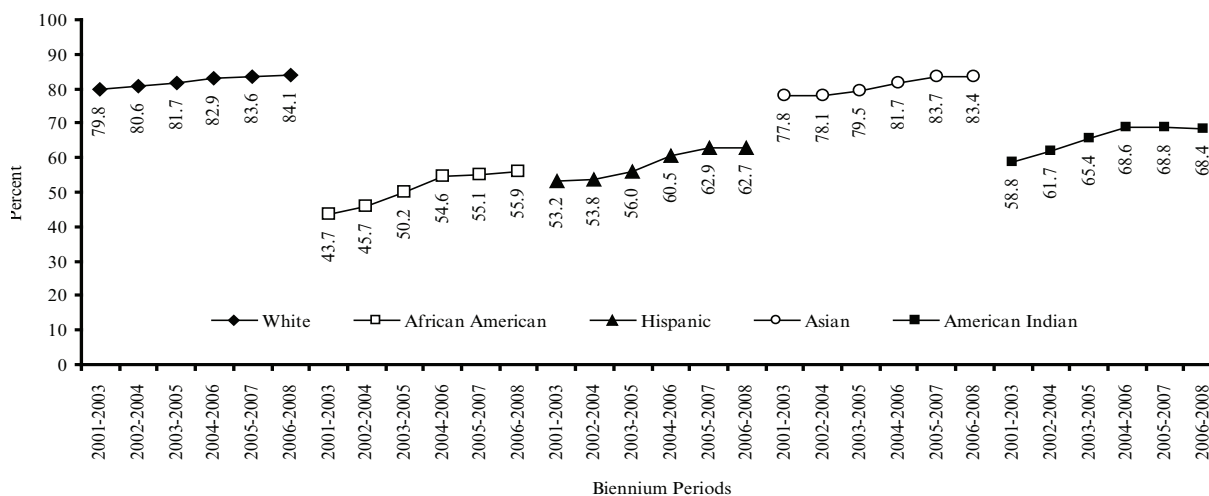
Note: A student designated as proficient can, at a minimum, do the following:

Sometimes understands ideas related to Earth, the universe, and the life science.

Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.

Figure 71

PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS SCIENCE TEST BY RACE/ETHNICITY BIENNIUM PERIODS 2001-2003 TO 2006-2008



Source: Iowa Testing Programs, The University of Iowa.

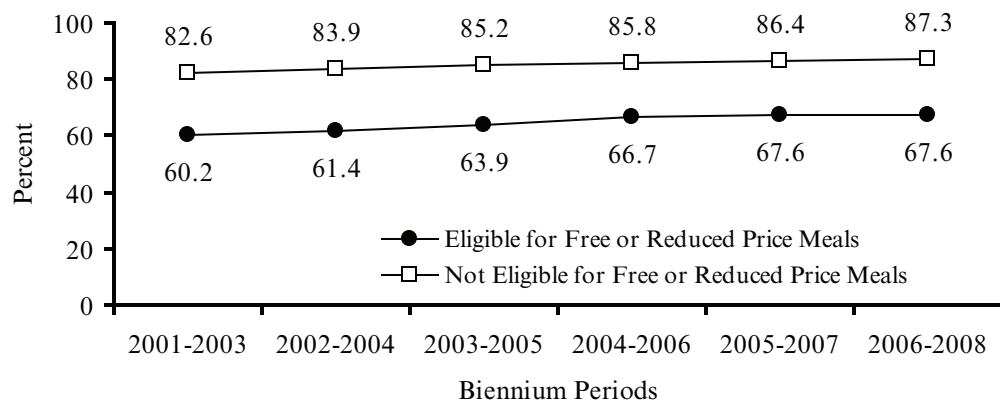
Note: A student designated as proficient can, at a minimum, do the following:

Sometimes understands ideas related to Earth, the universe, and the life science.

Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.

Figure 72

PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS SCIENCE TEST BY SOCIOECONOMIC STATUS* BIENNIUM PERIODS 2001-2003 TO 2006-2008



Source: Iowa Testing Programs, The University of Iowa.

Note: A student designated as proficient can, at a minimum, do the following:

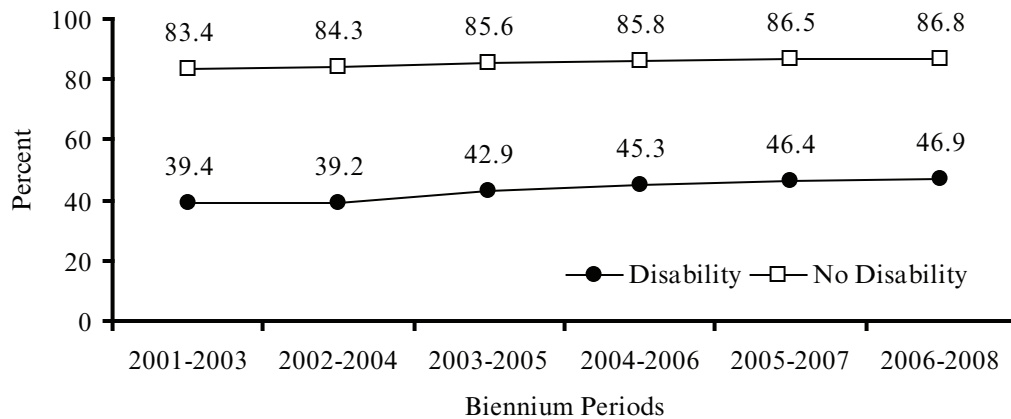
Sometimes understands ideas related to Earth, the universe, and the life science.

Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.

*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 73

PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT ON ITBS SCIENCE TEST BY DISABILITY STATUS* BIENNIUM PERIODS 2001-2003 TO 2006-2008



Source: Iowa Testing Programs, The University of Iowa.

Note: A student designated as proficient can, at a minimum, do the following:

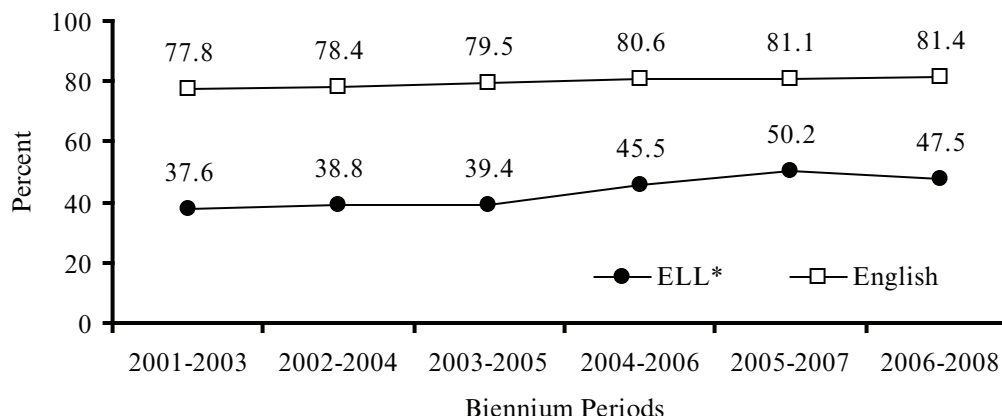
Sometimes understands ideas related to Earth, the universe, and the life science.

Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.

*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 74

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
ON ITBS SCIENCE TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 TO 2006-2008**

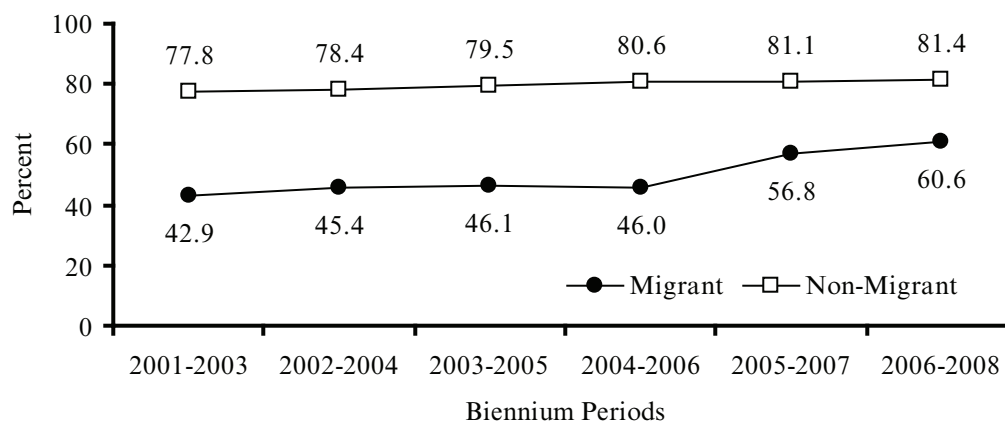


Source: Iowa Testing Programs, The University of Iowa.

Note: A student designated as proficient can, at a minimum, do the following:
 Sometimes understands ideas related to Earth, the universe, and the life science.
 Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.
 *Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 75

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PROFICIENT
ON ITBS SCIENCE TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 TO 2006-2008**

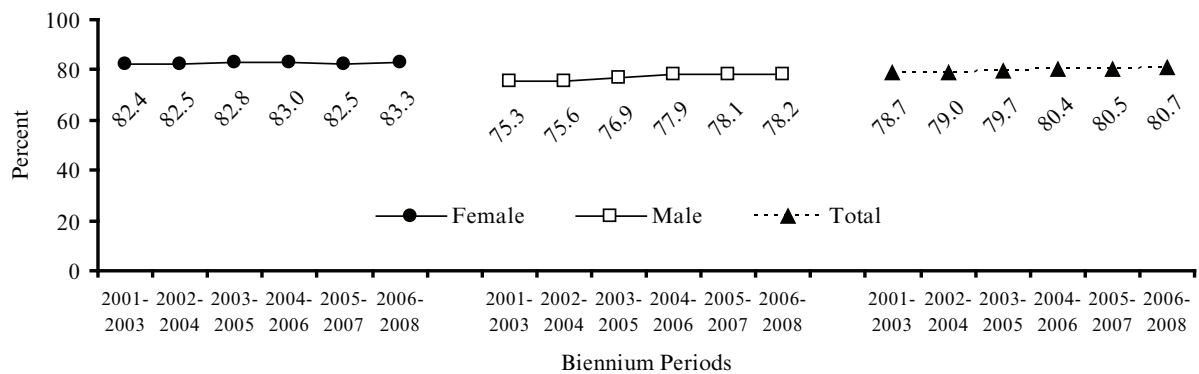


Source: Iowa Testing Programs, The University of Iowa.

Note: A student designated as proficient can, at a minimum, do the following:
 Sometimes understands ideas related to Earth, the universe, and the life science.
 Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.
 *Migrant Status is defined as migrant or non-migrant as follows: Migrant — a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Figure 76

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED SCIENCE TEST BY GENDER
BIENNIUM PERIODS 2001-2003 TO 2006-2008**

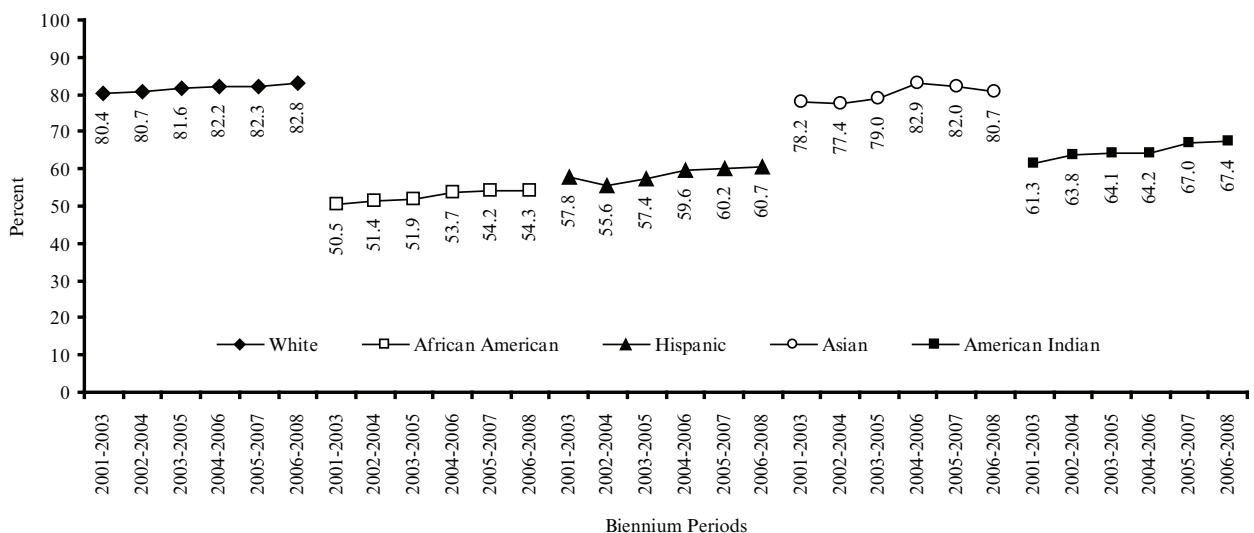


Source: Iowa Testing Programs, The University of Iowa.

Note: A student designated as proficient can, at a minimum, do the following:
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.

Figure 77

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED SCIENCE TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 2001-2003 TO 2006-2008**

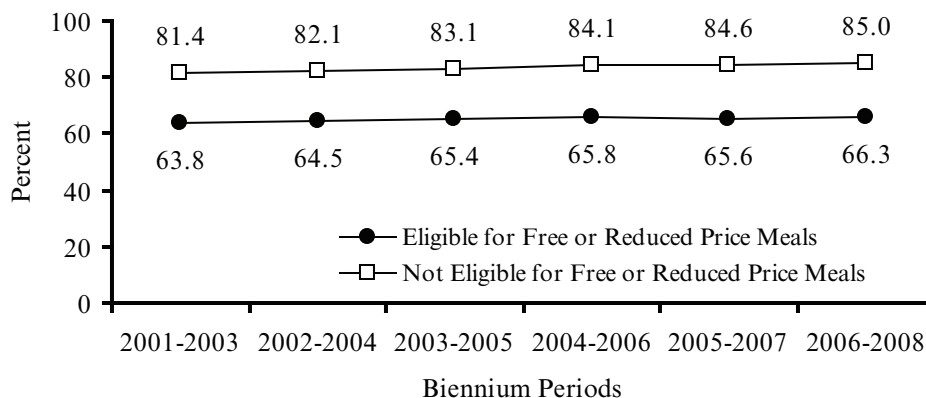


Source: Iowa Testing Programs, The University of Iowa.

Note: A student designated as proficient can, at a minimum, do the following:
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.

Figure 78

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED SCIENCE TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 2001-2003 TO 2006-2008**



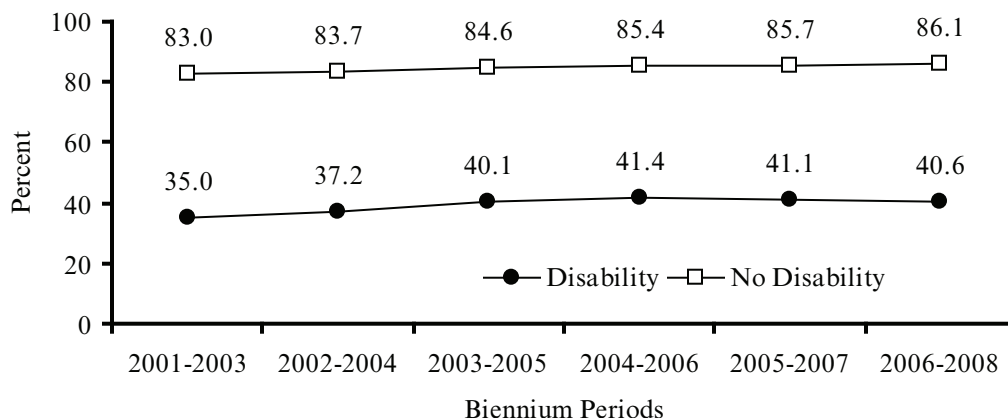
Source: Iowa Testing Programs, The University of Iowa.

Note: A student designated as proficient can, at a minimum, do the following:
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information,
and recognizes the rationale for and limitations of scientific procedures.

*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 79

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED SCIENCE TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 2001-2003 TO 2006-2008**



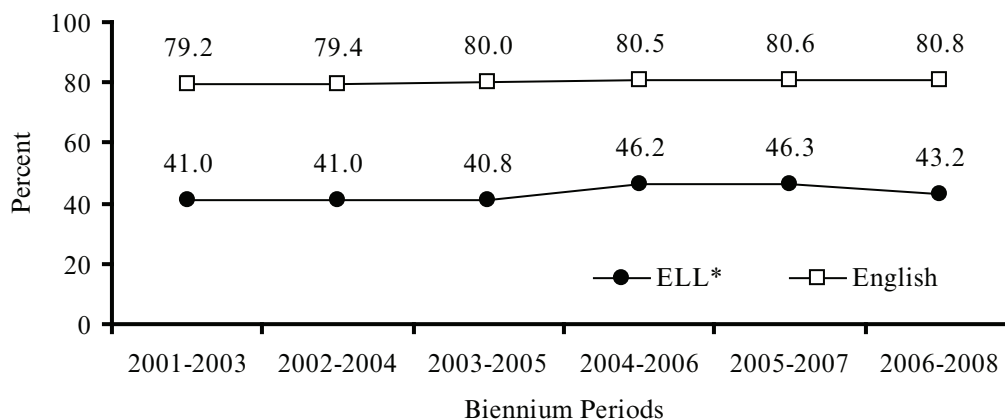
Source: Iowa Testing Programs, The University of Iowa.

Note: A student designated as proficient can, at a minimum, do the following:
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information,
and recognizes the rationale for and limitations of scientific procedures.

*Disability Status is determined by the presence of an individualized education plan.

Figure 80

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED SCIENCE TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIODS 2001-2003 TO 2006-2008**

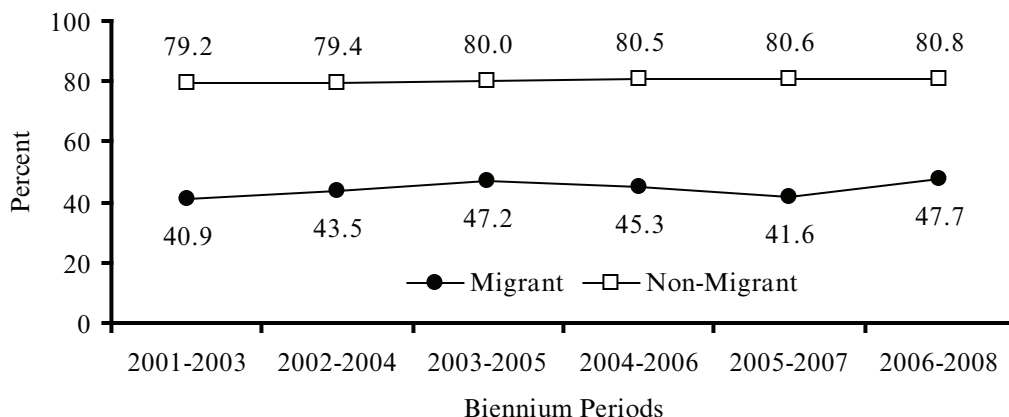


Source: Iowa Testing Programs, The University of Iowa.

Note: A student designated as proficient can, at a minimum, do the following:
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.
*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 81

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT
ON ITED SCIENCE TEST BY MIGRANT STATUS*
BIENNIUM PERIODS 2001-2003 TO 2006-2008**



Source: Iowa Testing Programs, The University of Iowa.

Note: A student designated as proficient can, at a minimum, do the following:
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.
*Migrant Status is defined as migrant or non-migrant as follows: Migrant — a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Dropouts

Indicator: Percentage of students considered as dropouts for grades 7-12, reported for all students by gender and by race/ethnicity.

Figure 82

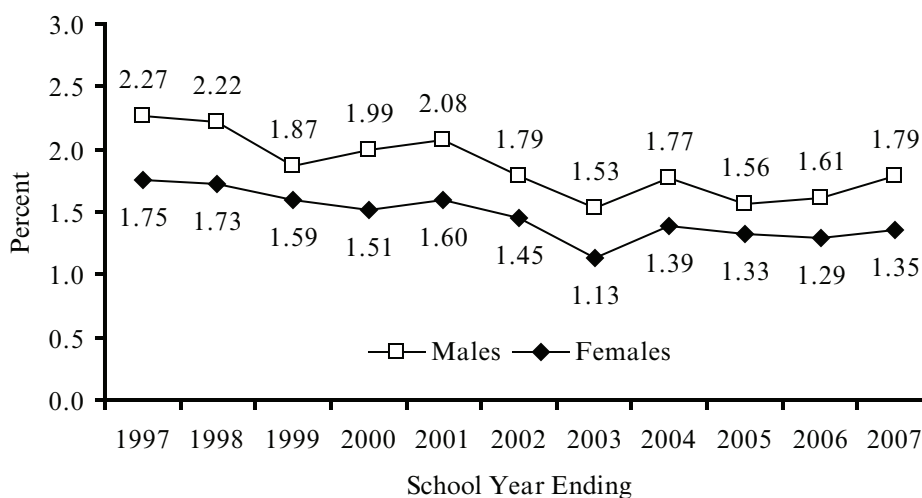
IOWA GRADES 7-12 DROPOUTS AS A PERCENT OF PUBLIC SCHOOL STUDENTS IN GRADES 7-12 FOR 1997-1998 TO 2006-2007



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Dropout files.

Figure 83

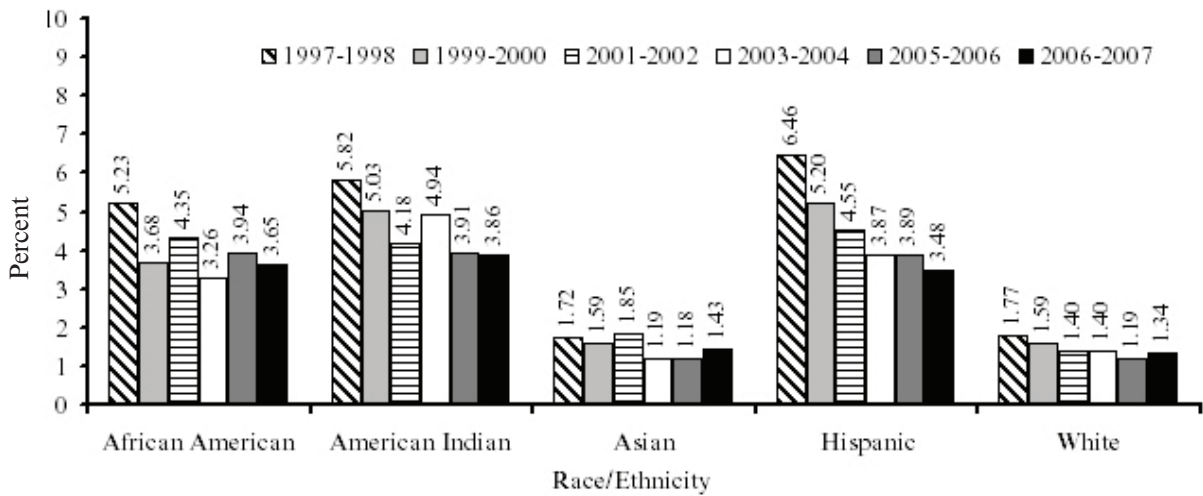
IOWA GRADES 7-12 DROPOUTS AS A PERCENT OF PUBLIC SCHOOL STUDENTS IN GRADES 7-12 BY GENDER 1997 TO 2007



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Dropout files.

Figure 84

**IOWA GRADES 7-12 DROPOUTS AS A PERCENT OF PUBLIC SCHOOL
STUDENTS IN GRADES 7-12 BY RACE/ETHNICITY
1997-1998, 1999-2000, 2001-2002, 2003-2004, 2005-2006, AND 2006-2007**



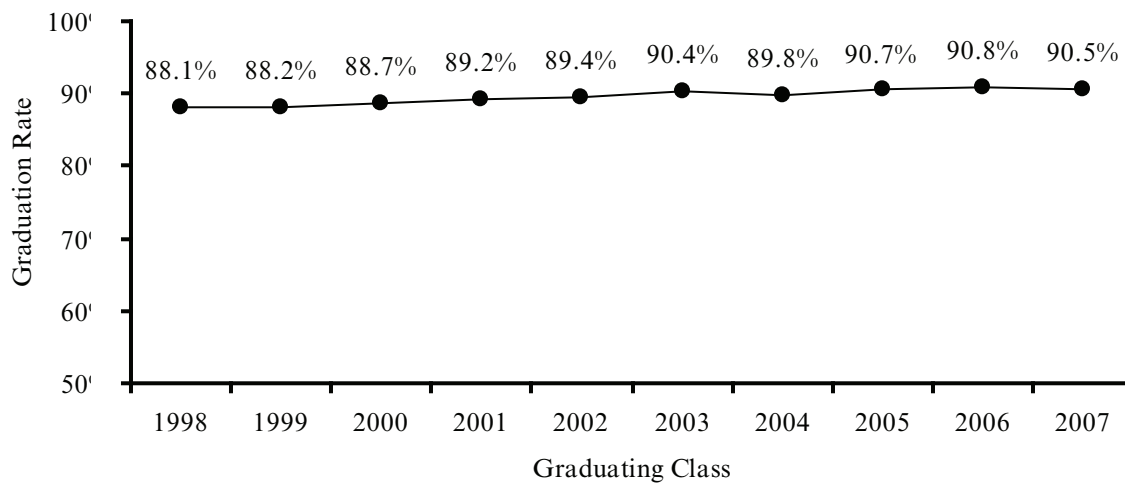
source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Dropout files.

High School Graduation Rates

Indicator: Percent of high school students who graduate, reported for all students by gender and by race/ethnicity.

Figure 85

**IOWA PUBLIC SCHOOL GRADUATION RATES
GRADUATING CLASSES OF 1998 TO 2007**

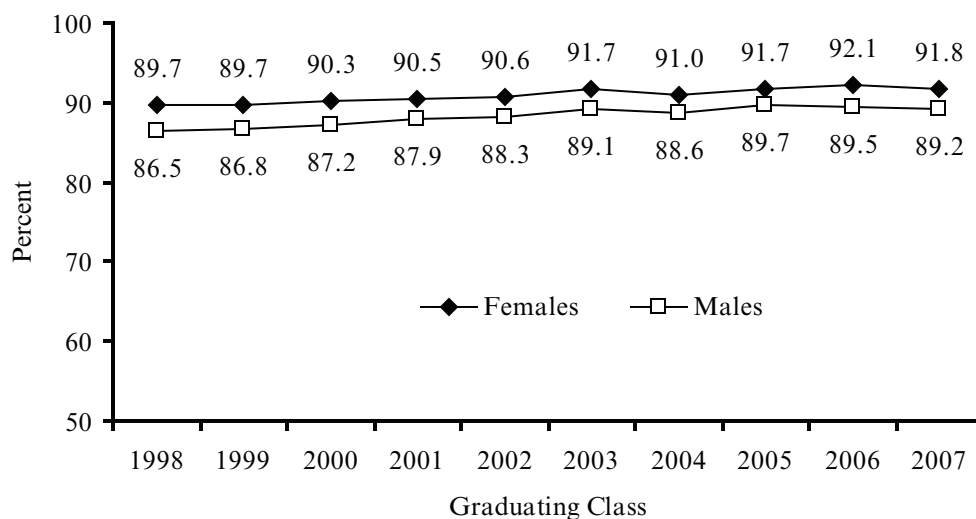


Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, High School Completers and Dropout files.

Note: A high school graduate includes regular diploma and other diploma recipients. Graduation rates were calculated by dividing the number of high school graduates in a given year by the sum of the number of high school graduates in that year and dropouts over a four year period. For more details, please see Page 215.

Figure 86

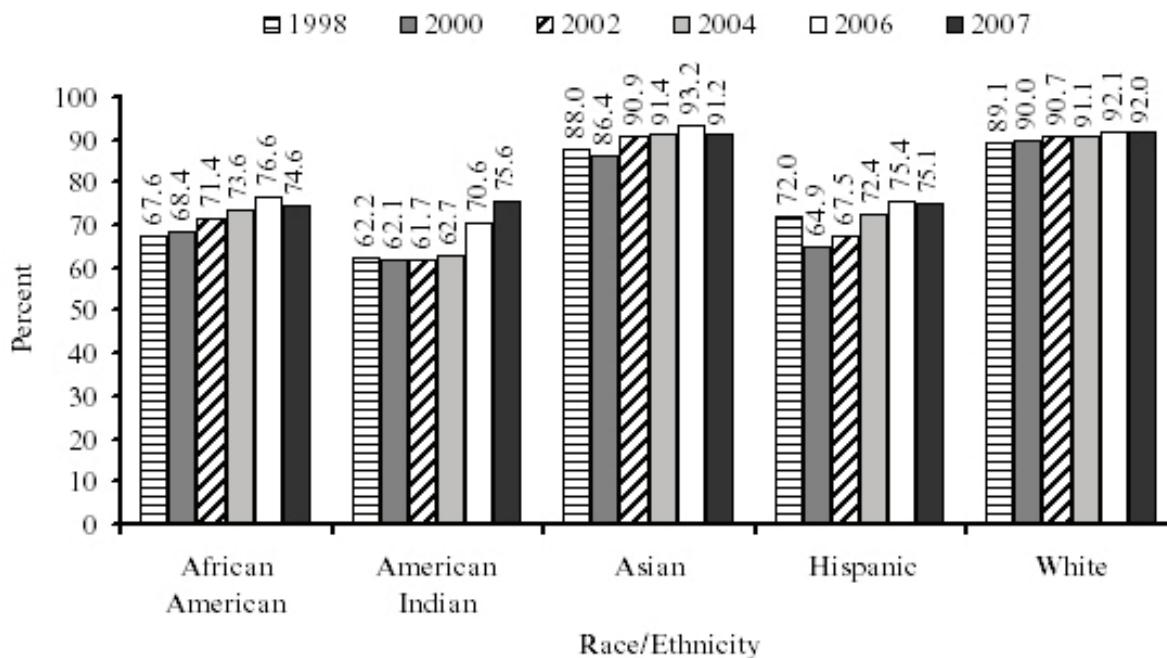
IOWA PUBLIC SCHOOL GRADUATION RATES BY GENDER GRADUATING CLASSES OF 1998 TO 2007



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, High School Completers and Dropout files.

Figure 87

IOWA HIGH SCHOOL GRADUATION RATES BY RACE/ETHNICITY GRADUATING CLASSES OF 1998, 2000, 2002, 2004, 2006, AND 2007



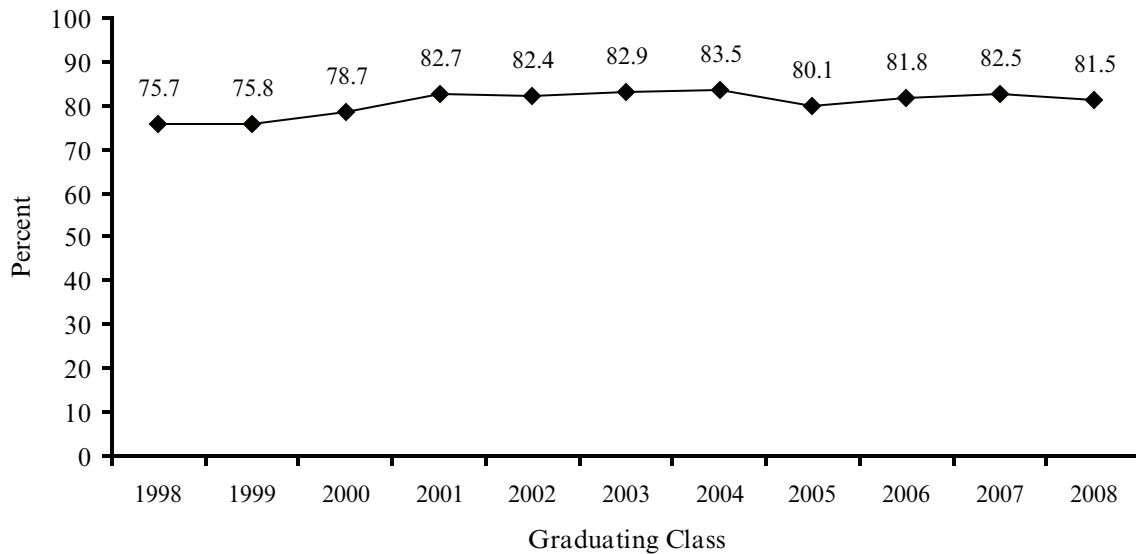
Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, High School Completers and Dropout files.

Postsecondary Education/Training Intentions

Indicator: Percentage of high school graduates/seniors pursuing or intending to pursue postsecondary education/training reported for all students by gender and by race/ethnicity.

Figure 88

PERCENT OF ALL IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING GRADUATING CLASSES OF 1998 TO 2008

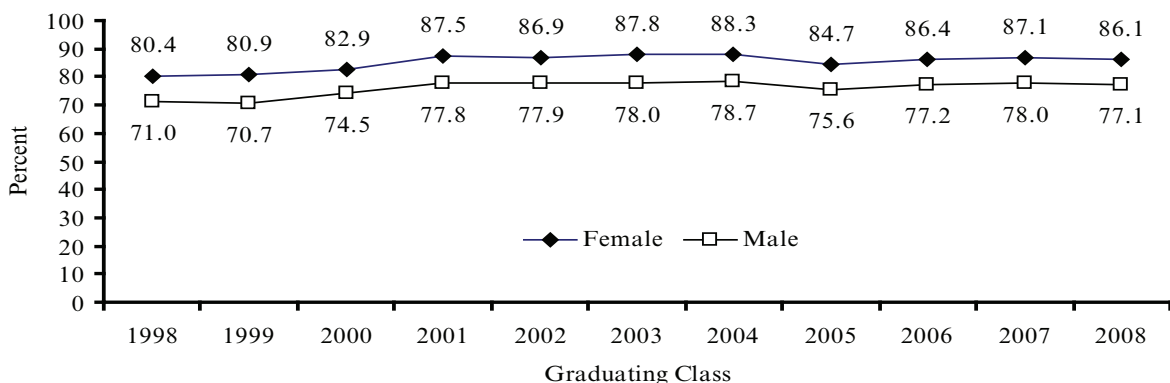


Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey files.

Notes: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1998 and 1999 represent calculated estimates.

Figure 89

PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING BY GENDER GRADUATING CLASSES OF 1998 TO 2008

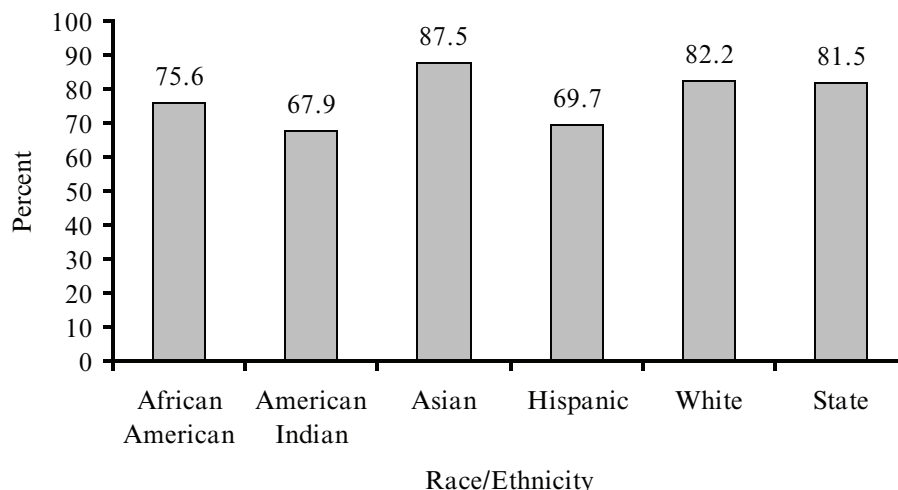


Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey files.

Notes: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1998 and 1999 represent calculated estimates.

Figure 90

PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING BY RACE/ETHNICITY GRADUATING CLASSES OF 2008



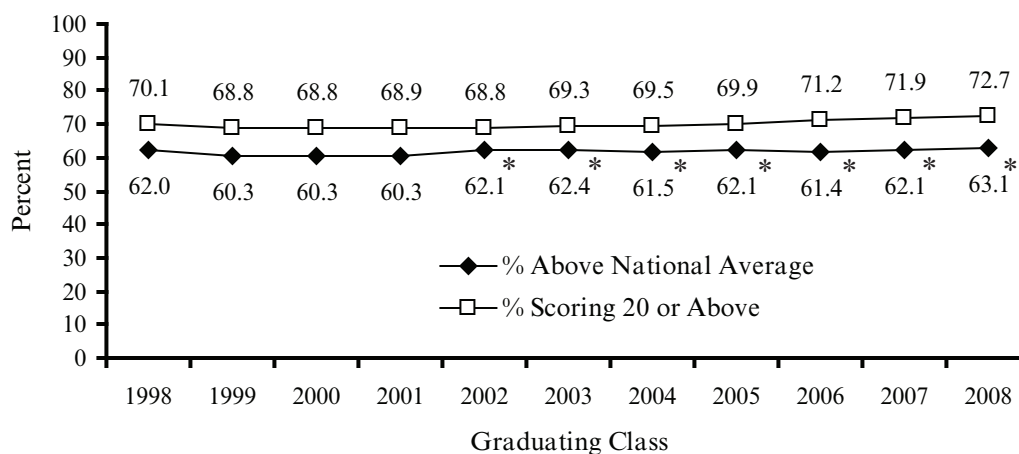
Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey files.

Probable Postsecondary Success

Indicator: Percentage of students achieving an ACT score above the national average and the percentage of students achieving an ACT score of 20 or above.

Figure 91

PERCENT OF IOWA ACT PARTICIPANTS ACHIEVING AN ACT SCORE ABOVE THE NATIONAL AVERAGE AND AN ACT SCORE OF 20 OR ABOVE 1998 TO 2008

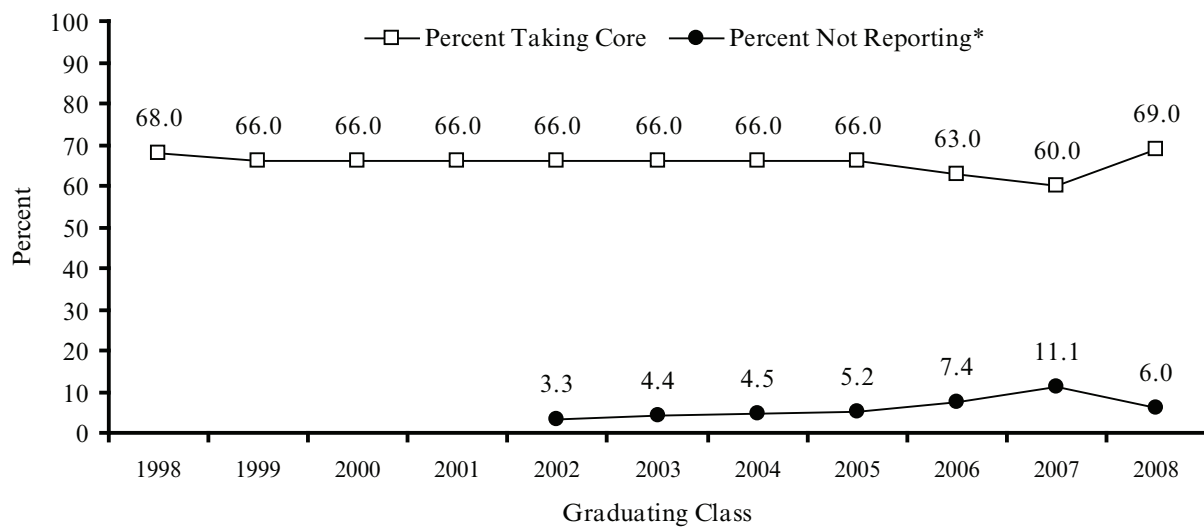


Source: American College Testing Program, The High School Profile Report for Iowa.

Notes: The actual percentage of Iowa students with ACT scores above the national average is shown where the national average score is a whole number. Years shown as estimates are marked with an asterisk(*) where the national average score is not a whole number.

Figure 92

**PERCENT OF IOWA ACT PARTICIPANTS COMPLETING
CORE HIGH SCHOOL PROGRAM 1998 TO 2008**



Source: American College Testing Program, The High School Profile Report for Iowa.

Notes: ACT classifies high school programs consisting of four years of English and three or more years each of mathematics, natural science, and social studies as "core" programs.

*The lower line shows the percent of ACT test takers not reporting any information in their courses taken.

Student Performance by Tests and Areas

Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED)

The standardized achievement tests, Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED), are developed by Iowa Testing Programs (ITP) at The University of Iowa for use nationally in grades K-12. The ITBS is designed for students in grades kindergarten through eight, and ITED are developed for students in grades 9-12. During the 2006-2007 school year, all 365 Iowa public school districts and over 190 nonpublic schools participated in the ITP achievement assessments. The biennium trends of the percent of students proficient in grades four, eight, and 11 on reading comprehension and mathematics, and the percent of students in grades eight and 11 proficient in science are included in the state indicators. Reading and mathematics performance in 2007-2008 on the ITBS for public school students in grades three through 8 and for the ITED for grade 11 is presented in the state report card section. The public and nonpublic school student achievement level distributions for grades four, eight and 11 are reported in this section.

The ITBS battery for grades 3-8 includes 13 tests, with two additional tests for grade three only. The 13 tests are: 1) Vocabulary, 2) Reading Comprehension, 3) Spelling, 4) Capitalization, 5) Punctuation, 6) Usage and Expression, 7) Math Concepts and Estimation, 8) Math Problem Solving and Data Interpretation, 9) Math Computation, 10) Social Studies, 11) Science, 12) Maps and Diagrams, and 13) Reference Materials. The two additional tests for grade three are Word Analysis and Listening. Additional ITBS batteries are available for grades K-2.

The ITED for students in grades 9-12 include: 1) Vocabulary, 2) Reading Comprehension, 3) Language—Revising Written Materials, 4) Spelling, 5) Mathematics:—Concepts and Problem Solving, 6) Computation, 7) Analysis of Social Studies Materials, 8) Analysis of Science Materials, and 9) Sources of Information.

ITBS and ITED Achievement Level Distributions

Three achievement levels are based on the national percentile rank (NPR) scale using the 2000 norms. The “Low” achievement level is an NPR score range of 1-40, “Intermediate” is 41-89, and “High” is 90-99. Descriptions for these three achievement levels are shown in each figure to identify the student performance characteristics for a given grade and subject area.

Student achievement level distributions are reported as averaged percentages for pairs of consecutive years in the biennium periods from 1997-1999 through 2006-2008. The students in the population are those who enrolled for a full academic year as well as those who were enrolled only part of the academic year. Both public and nonpublic students in grades four, eight, and 11 are included. Forms K and L of the ITBS/ITED with 1992 national norms were first used in Iowa in the 1993-1994 school year and Forms A and B of the ITBS/ITED with 2000 national norms have been used since 2001-2002. Therefore, the data on reading and mathematics for the last four biennium periods, 2001-2003 to 2006-2008, were based on Forms A and B with 2000 national norms, while the

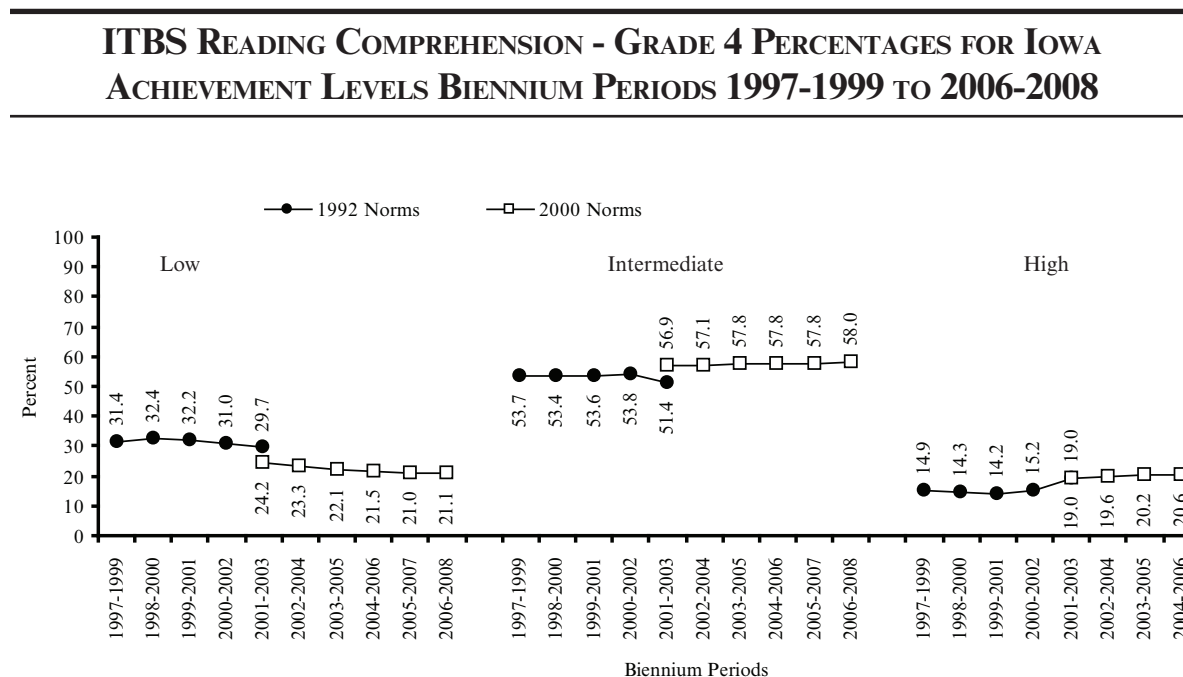
earlier biennium periods, 1993-1995 to 2000-2002, were based on 1992 national norms and Forms K and L. The achievement level data on ITBS/ITED science are available for all students in grades eight and 11 between 2001-2003 and 2006-2008 with the 2000 national norms.

Achievement Levels for Reading Comprehension

Figures 93 through 95 show the achievement level trends for reading comprehension for all students in grades four, eight, and 11 based on 1992 national norms for the 1997-1999 through 2001-2003 biennium periods. There is a second value in Figure 93 for the 2001-2003 biennium period that starts a new trend for the last five biennia based on the 2000 national norms, which is due to the difference between the 1992 norm and 2000 norms. Figures 94 and 95 do not show new starting points for the 2001-2003 biennium with 2000 norms because there is no norm difference for grades eight and 11 in reading comprehension.

Grade four students were down slightly in 2006-2008 compared to the biennium periods 2001-2003 through 2005-2007 (Figure 93).

Figure 93



Source: Iowa Testing Programs, University of Iowa.

Notes: The descriptions below indicate how the typical grade 4 student at each achievement level performs with respect to the ITBS Reading Comprehension test:

HIGH PERFORMANCE LEVEL

Understands factual information; draws conclusions and makes inferences about the motives and feelings of characters; identifies the main idea; evaluates the style and structure of the text; and interprets nonliteral language.

INTERMEDIATE PERFORMANCE LEVEL

Understands some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of characters; and is beginning to be able to identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

LOW PERFORMANCE LEVEL

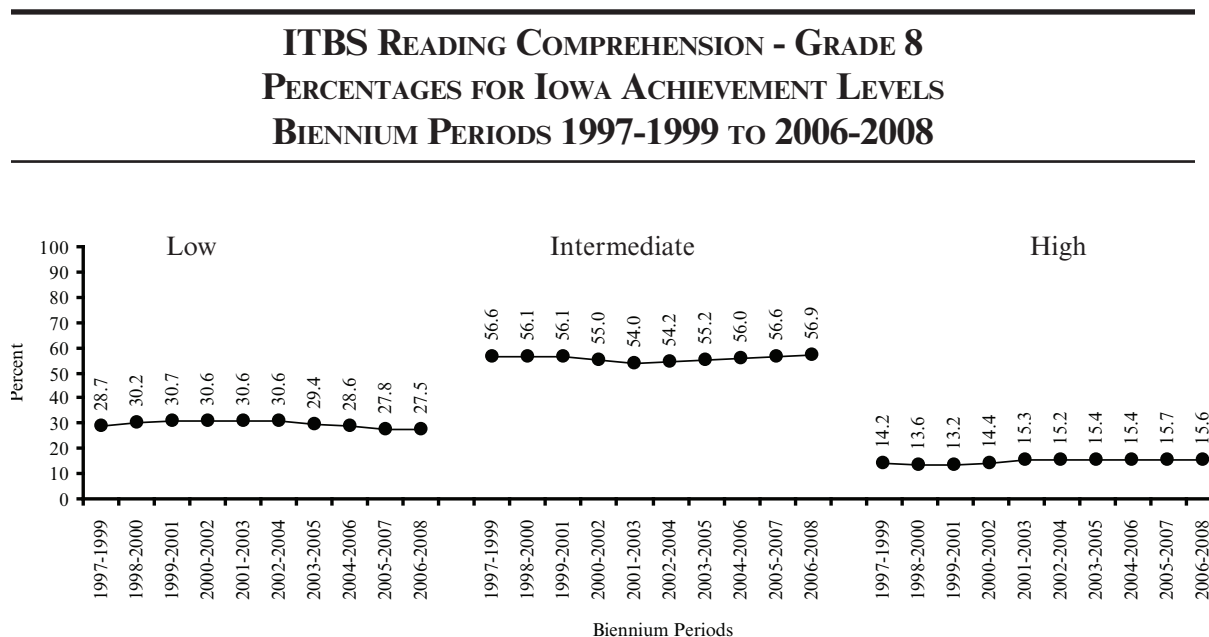
Understands little factual information; seldom draws conclusions or makes simple inferences about characters; rarely grasps the main idea, evaluates the style and structure of the text, or interprets nonliteral language.

Percentages for each biennium period represent average percentages for the two school years represented, e.g., 1997-1999 represents the average percent of students at each achievement level for the 1997-1998 and 1998-1999 school year.

Figures may not total 100 percent due to rounding.

Grade eight students also performed similarly in 2006-2008 compared to the previous biennium periods in reading. The percentage of grade eight students performing at the Intermediate achievement level increased 0.3 percentage points in the 2006-2008 biennium. In the 2006-2008 biennium period, the students performing at the Low achievement level decreased 0.3 percent from 2005-2007 (Figure 94).

Figure 94



Source: Iowa Testing Programs, University of Iowa.

Notes: The descriptions below indicate how the typical grade 8 student at each achievement level performs with respect to the ITBS Reading Comprehension test:

HIGH PERFORMANCE LEVEL

Understands factual information; draws conclusions and makes inferences about the motives and feelings of characters; makes applications to new situations, identifies the main idea; evaluates the style and structure of the text; and interprets nonliteral language.

INTERMEDIATE PERFORMANCE LEVEL

Understands some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of characters; and apply what has been read to new situations, and sometimes can identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

LOW PERFORMANCE LEVEL

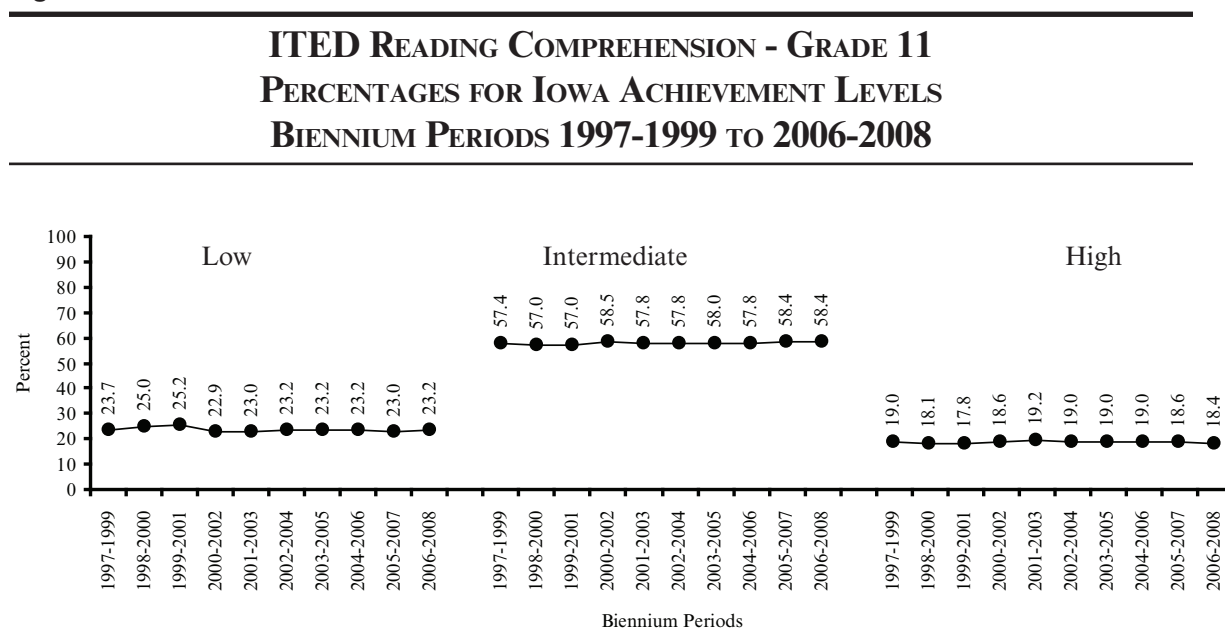
Understands little factual information; can seldom draw conclusions or makes simple inferences about characters; usually cannot apply what has been read to new situations; can rarely grasp the main idea, evaluates the style and structure of the text, and interprets nonliteral language.

Percentages for each biennium period represent average percentages for the two school years represented, e.g., 1997-1999 represents the average percent of students at each achievement level for the 1997-1998 and 1998-1999 school year.

Figures may not total 100 percent due to rounding.

In the last three biennium periods, the grade 11 students performing at each achievement level changed very little (Figure 95).

Figure 95



Source: Iowa Testing Programs, University of Iowa.

Notes: The descriptions below indicate how the typical grade 11 student at each achievement level performs with respect to the ITED test tasks that determine the reading comprehension score:

HIGH PERFORMANCE LEVEL

Understands factual information; infers the traits and feelings of characters; identifies the main idea; identifies author viewpoint and style; interprets nonliteral language; and judges the validity of conclusions.

INTERMEDIATE PERFORMANCE LEVEL

Understands some factual information; sometimes can make inferences about characters; identifies the main idea, and identifies author viewpoint and style; occasionally can interpret nonliteral language and judge the validity of conclusions.

LOW PERFORMANCE LEVEL

Understands little factual information; seldom makes simple inferences; rarely grasps the main idea; and usually cannot identify author viewpoint and style, interpret nonliteral language, or judge the validity of conclusions.

Percentages for each biennium period represent average percentages for the two school years represented, e.g., 1997-1999 represents the average percent of students at each achievement level for the 1997-1998 and 1998-1999 school year.

Figures may not total 100 percent due to rounding.

Achievement Levels for Mathematics

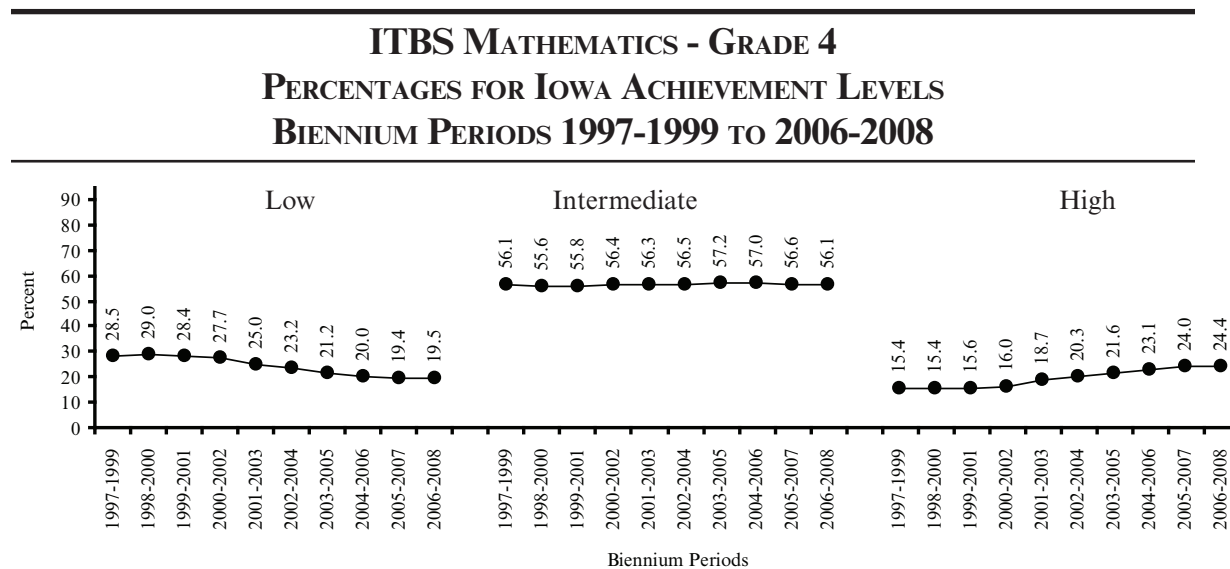
Figures 96 through 98 show the mathematics achievement level distributions for students in grades four, eight, and 11 for the biennium periods 1997-1999 through 2006-2008 with 1992 national norms and an additional point to start a new trend in grades eight and 11 for each achievement level in the 2001-2003 biennium period based on the 2000 national norms (Figures 97 and 98).

There is no extra start point in grade 4 in Figure 96 due to no norm difference in mathematics for grade four.

More students performed at the High achievement level during 2006-2008, marking the eighth consecutive biennium period of achievement gain in mathematics in grade four.

The trends for grade eight mathematics were up in the last five biennium periods with increases at the High achievement levels and decreases at the Low achievement level. However, mathematics performance for grade 11 students was slightly lower during 2006-2008 (Figures 97 and 98).

Figure 96



Source: Iowa Testing Programs, University of Iowa.

Notes: The descriptions below indicate how the typical grade 4 student at each achievement level performs with respect to the ITBS test tasks that determine the Mathematics Total score:

HIGH PERFORMANCE LEVEL

Understands math concepts, solves complex word problems, uses various estimation methods, and is learning to interpret data from graphs and tables.

INTERMEDIATE PERFORMANCE LEVEL

Is developing an understanding of most math concepts, is developing the ability to solve simple and complex word problems and to use estimation methods, and is beginning to develop the ability to interpret data from graphics and tables.

LOW PERFORMANCE LEVEL

Is beginning to develop an understanding of many math concepts and an ability to solve simple word problems, is generally unable to use estimation methods, and is seldom able to interpret data from graphs and tables.

Percentages for each biennium period represent average percentages for the two school years represented, e.g., 1997-1999 represents the average percent of students at each achievement level for the 1997-1998 and 1998-1999 school year.

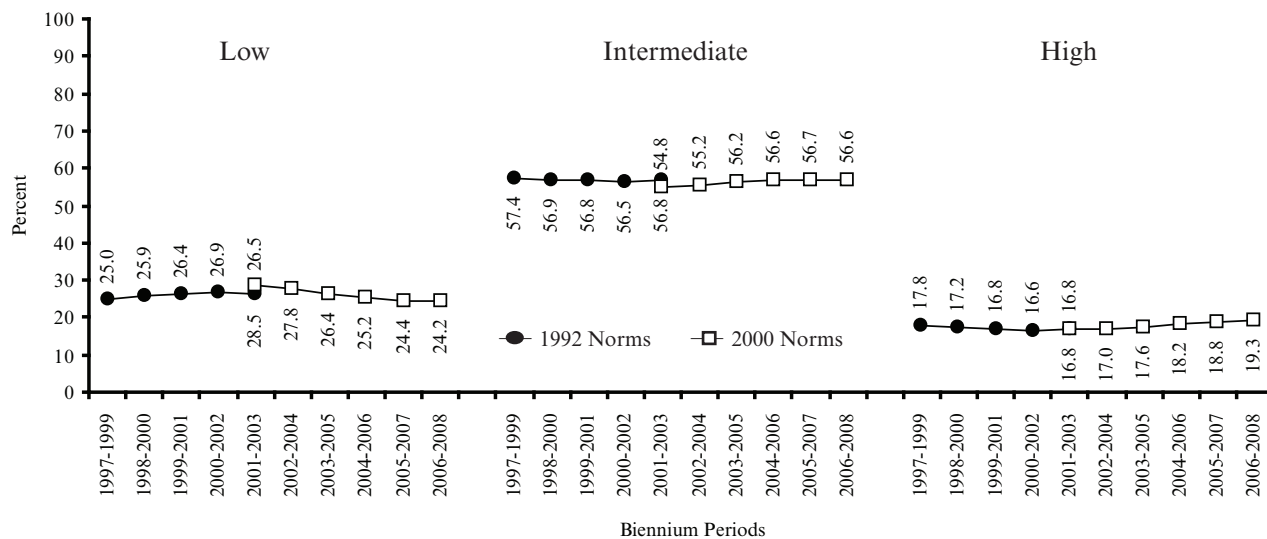
Figures may not total 100 percent due to rounding. Figures may not total 100 percent due to rounding.

Figure 97

ITBS MATHEMATICS - GRADE 8

PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS

BIENNIUM PERIODS 1997-1999 TO 2006-2008



Source: Iowa Testing Programs, University of Iowa.

Notes: The descriptions below indicate how the typical grade 8 student at each achievement level performs with respect to the ITBS test tasks that determine the Mathematics Total score:

HIGH PERFORMANCE LEVEL

Understands math concepts and is developing the ability to solve complex word problems, use a variety of estimation methods and interpret data from graphs and tables.

INTERMEDIATE PERFORMANCE LEVEL

Is beginning to develop an understanding of most math concepts and to develop the ability to solve word problems, use a variety of estimation methods, and interpret data from graphs and tables.

LOW PERFORMANCE LEVEL

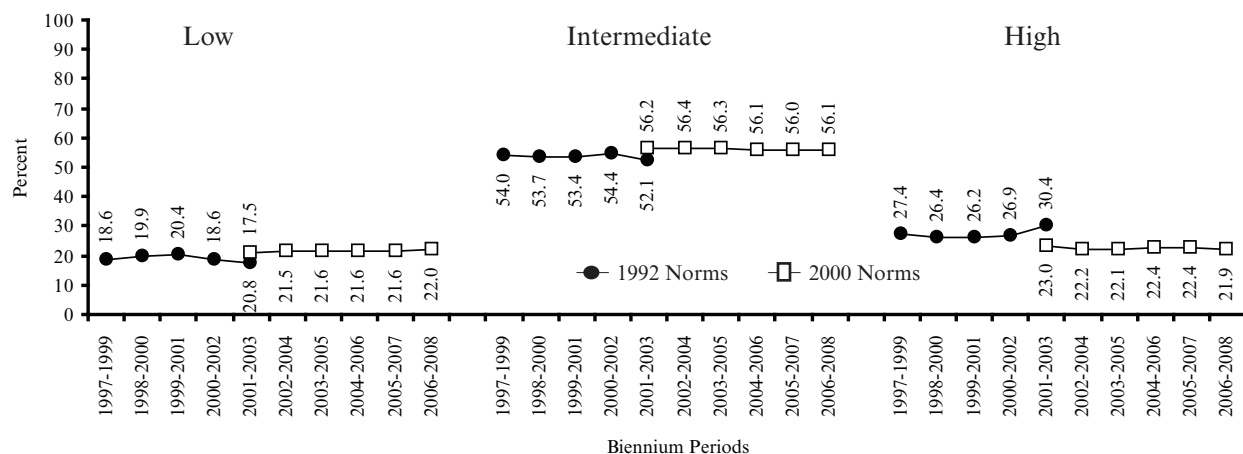
Understands little about math concepts, is unable to solve most simple word problems or use estimation methods, and seldom able to interpret data from graphs and tables.

Percentages for each biennium period represent average percentages for the two school years represented, e.g., 1997-1999 represents the average percent of students at each achievement level for the 1997-1998 and 1998-1999 school year.

Figures may not total 100 percent due to rounding.

Figure 98

ITED MATHEMATICS - GRADE 11 **PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS** **BIENNIUM PERIODS 1997-1999 TO 2006-2008**



Source: Iowa Testing Programs, University of Iowa.

Notes: The descriptions below indicate how the typical grade 11 student at each level performs with respect to concepts and problems in the ITED Mathematics test:

HIGH PERFORMANCE LEVEL

Understands how to apply math concepts and procedures, makes inferences with quantitative information, and solves a variety of novel quantitative reasoning problems.

INTERMEDIATE PERFORMANCE LEVEL

Is beginning to develop the ability to apply a variety of math concepts and procedures, makes inferences about quantitative information, and solve a variety of novel quantitative reasoning problems.

LOW PERFORMANCE LEVEL

Demonstrates little understanding about how to apply math concepts and procedures, generally cannot make inferences with quantitative information, and cannot solve most novel quantitative reasoning problems.

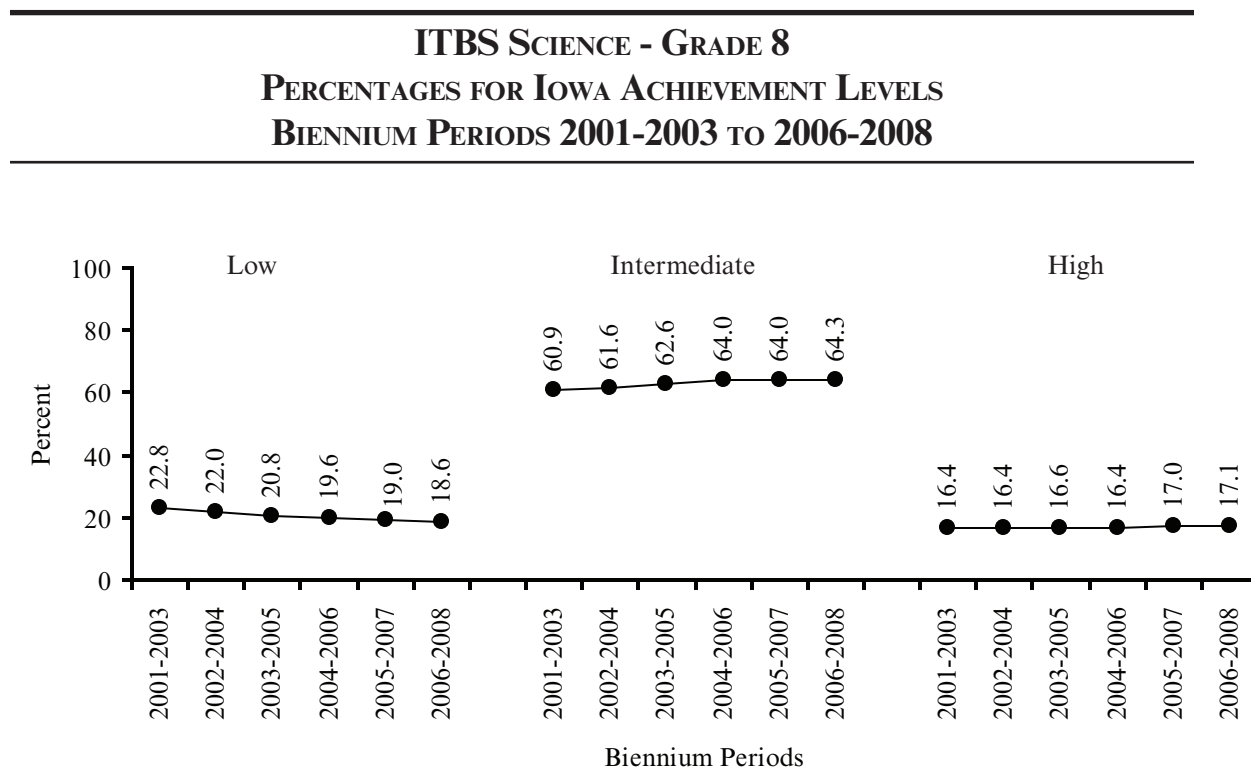
Percentages for each biennium period represent average percentages for the two school years represented, e.g., 1997-1999 represents the average percent of students at each achievement level for the 1997-1998 and 1998-1999 school year.

Figures may not total 100 percent due to rounding.

Achievement Levels for Science

Figure 99 shows the ITBS science achievement level distributions for students in grade eight and Figure 100 shows the ITED science achievement level distributions for students in grade 11. Grade eight students performed better in science in 2006-2008 compared to the last biennium period, 2004-2006, with a lower percent of students performing at the Low achievement level and a higher percent of students performing at the High and Intermediate achievement levels. In 2006-2008, science performance was unchanged for grade 11.

Figure 99



Source: Iowa Testing Programs, University of Iowa.

Notes: The descriptions below indicate how the typical grade 8 student at each achievement level performs with respect to the ITBS Science test:

HIGH PERFORMANCE LEVEL

Usually understands ideas related to Earth and the universe and to the life sciences. Understands ideas related to the physical sciences and is able to demonstrate the skills of scientific inquiry.

INTERMEDIATE PERFORMANCE LEVEL

Sometimes understands ideas related to Earth and the universe, the life sciences, and the physical sciences. Often can demonstrate the skills of scientific inquiry.

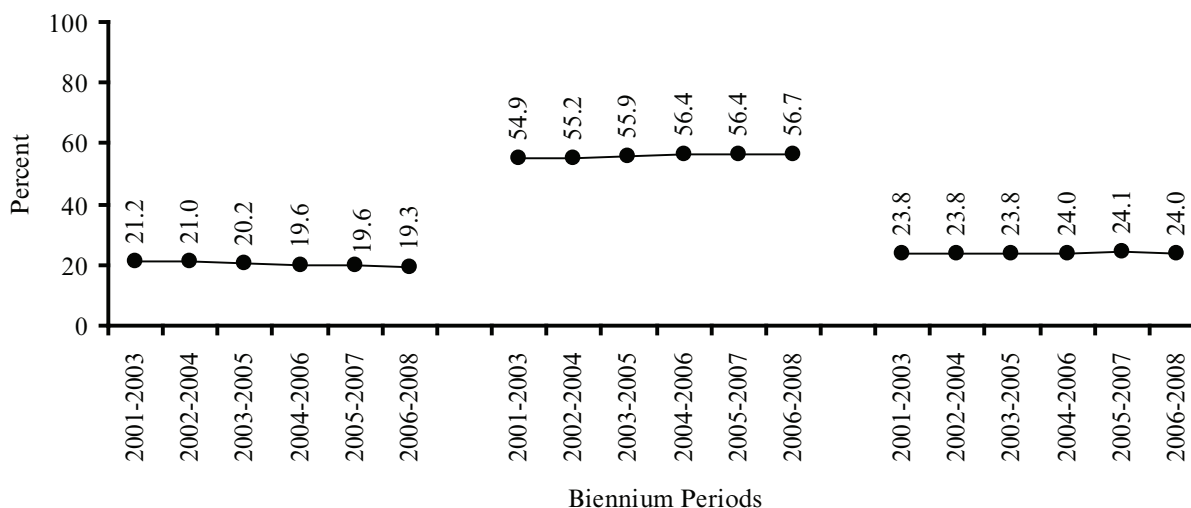
LOW PERFORMANCE LEVEL

Sometimes understands ideas related to Earth and the universe but seldom understands ideas about the life sciences or the physical sciences. Rarely demonstrates the skills of scientific inquiry.

Percentages for each biennium period represent average percentages for the two school years represented, e.g., 2001-2003 represents the average percent of students at each achievement level for the 2001-2002 and 2002-2003 school year.

Figure 100

ITED SCIENCE - GRADE 11
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS
BIENNIUM PERIODS 2001-2003 TO 2006-2008



Source: Iowa Testing Programs, University of Iowa.

Notes: Figures may not total 100 percent due to rounding.

The descriptions below indicate how the typical grade 11 student at each achievement level perform with respect to the ITED Science test:

HIGH PERFORMANCE LEVEL

Makes inferences and predictions from data, recognizes the rationale for and limitations of scientific procedures, and usually judges the relevance and adequacy of information.

INTERMEDIATE PERFORMANCE LEVEL

Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.

LOW PERFORMANCE LEVEL

Rarely makes inferences or predictions from data, judges the relevance and adequacy of information, or recognizes the rationale for and limitations of scientific procedures.

Percentages for each biennium period represent average percentages for the two school years represented, e.g., 2001-2003 represents the average percent of students at each achievement level for the 2001-2002 and 2002-2003 school year.

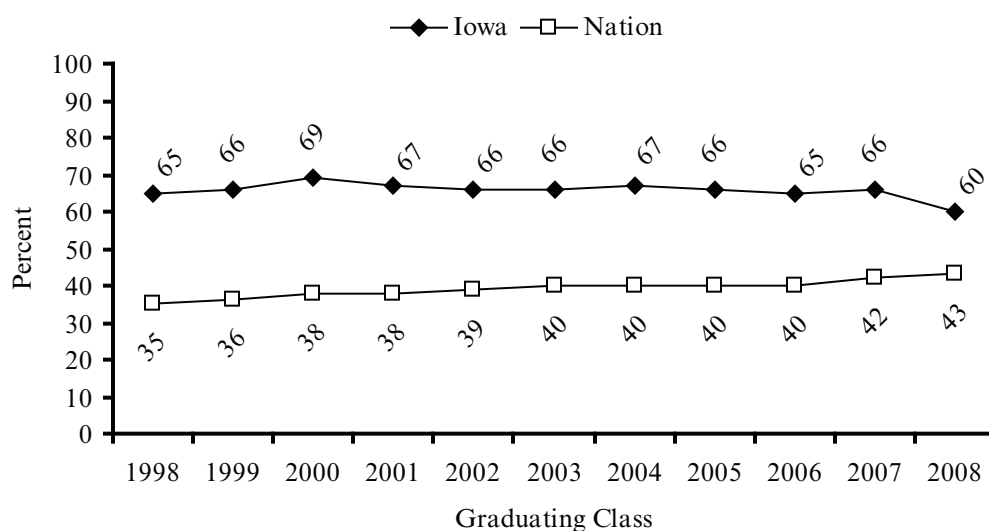
American College Testing (ACT) Assessment

American College Testing designed the ACT Assessments to measure high school students' general educational development and ability to succeed at the college level. A composite ACT score measures overall educational development and is based on assessments for English, mathematics, reading, and science reasoning. The ACT scores range from a low of 1 to a high of 36 and data is reported for various subgroups of students. Subgroups reported in this report include high school program type and gender. High school program types are classified as "core" and "less than core." ACT defines "core" as high school programs consisting of four years of English, and three or more years of mathematics, natural science, and social studies. Students not meeting the "core" program standard are considered "less than core" completers.

The percentage of Iowa's graduates taking the ACT was relatively steady from 1998 to 2008 (Figure 101). The 6 percentage point decrease between 2007 and 2008 was the largest single year change noted over that period.

Figure 101

PERCENT OF IOWA GRADUATES TAKING THE ACT ASSESSMENT 1998 TO 2008

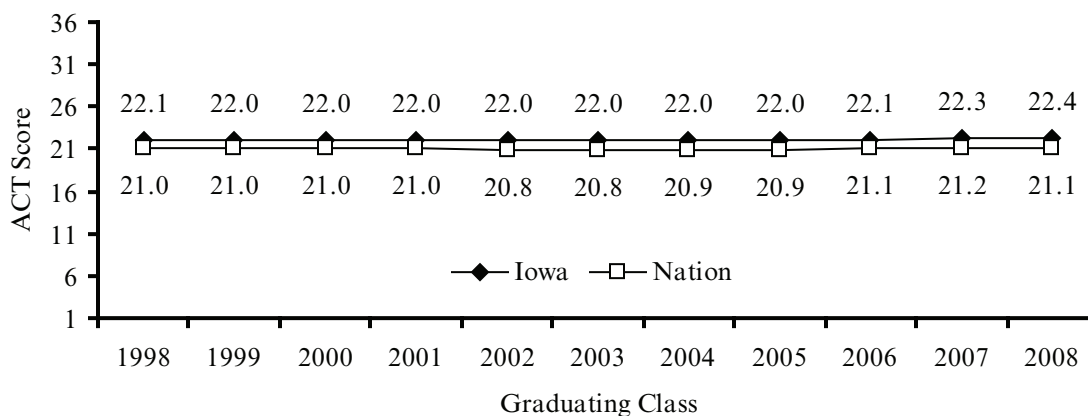


Source: American College Testing Program, ACT High School Profile Report for Iowa.

Iowa's ACT composite score averages have consistently been greater than one point higher than the national average (Figure 102). Among 26 states for which ACT is the primary college entrance exam (more than 50 percent graduates tested), Iowa's average composite score of 22.4 ranked second. Only Minnesota had a higher average (22.6). Among Midwestern states, Illinois and Michigan were the only states reporting average composite scores lower than the national average, but these were the only two states in the country with 100 percent participation (Table 97).

Figure 102

AVERAGE ACT COMPOSITE SCORES FOR IOWA AND THE NATION 1998 TO 2008



Source: American College Testing Program, ACT High School Profile Report for Iowa.

Table 97

ACT AVERAGE COMPOSITE SCORES FOR IOWA, THE NATION, AND MIDWEST STATES CLASSES OF 1998, 2007, AND 2008

Nation and State	Class of 1998		Class of 2007		Class of 2008		Percent Core Completers	2008 National Rank
	ACT Composite	Percent Graduates Tested	ACT Composite	Percent Graduates Tested	ACT Composite	Percent Graduates Tested		
Nation	21.0	37.0%	21.2	42.0%	21.1	43.0%	61.0%	
Illinois	21.4	69.0	20.5	100.0	20.7	98.0	45.0	15
Indiana*	21.4	20.0	22.0	21.0	22.0	22.0	67.0	--
Iowa	22.1	65.0	22.3	66.0	22.4	60.0	69.0	2
Kansas	21.7	74.0	21.9	76.0	22.0	74.0	69.0	5.5
Michigan	21.3	68.0	21.5	70.0	19.6	100.0	49.0	25
Minnesota	22.2	63.0	22.5	70.0	22.6	69.0	67.0	1
Missouri	21.5	66.0	21.6	74.0	21.6	69.0	58.0	10.5
Nebraska	21.8	71.0	22.1	77.0	22.1	72.0	72.0	4
North Dakota	21.4	78.0	21.6	82.0	21.6	81.0	62.0	10.5
Ohio	21.4	60.0	21.6	68.0	21.7	65.0	68.0	9
South Dakota	21.4	70.0	21.9	76.0	22.0	77.0	68.0	5.5
Wisconsin	22.3	66.0	22.3	70.0	21.7	67.0	58.0	3

Source: American College Testing Program, ACT High School Profile Report.

Notes: ACT classifies high school consisting of four years of English and three or more years of mathematics, natural science, and social studies as "core" programs.

National rank includes only those states where ACT is the primary college entrance exam.

*Indicates less than 50% of graduates tested.

ACT Score Comparisons for English, Mathematics, Reading, and Science Reasoning for Iowa and the Nation

Iowa's average ACT scores were higher than the national average in English, mathematics, reading, and science reasoning (Table 98). Scores in all four subject areas have remained relatively unchanged over the past 10 years.

Table 98

AVERAGE ACT SCORES FOR IOWA AND THE NATION GRADUATING CLASSES 1998 TO 2008								
Graduating Class	English		Mathematics		Reading		Science Reasoning	
	Iowa	Nation	Iowa	Nation	Iowa	Nation	Iowa	Nation
1998	21.5	20.4	21.9	20.8	22.3	21.4	22.4	21.1
1999	21.5	20.5	21.6	20.7	22.2	21.4	22.1	21.0
2000	21.3	20.5	21.6	20.7	22.3	21.4	22.1	21.0
2001	21.3	20.5	21.6	20.7	22.3	21.3	22.2	21.0
2002	21.2	20.2	21.7	20.6	22.4	21.1	22.1	20.8
2003	21.3	20.3	21.6	20.6	22.4	21.2	22.1	20.8
2004	21.4	20.4	21.8	20.7	22.4	21.3	22.1	20.9
2005	21.5	20.4	21.7	20.7	22.4	21.3	22.1	20.9
2006	21.6	20.6	21.8	20.8	22.5	21.4	22.1	20.9
2007	21.6	20.7	21.9	21.0	22.6	21.5	22.3	21.0
2008	21.9	20.6	22.0	21.0	22.9	21.4	22.3	20.8

Source: American College Testing Program, ACT High School Profile Report for Iowa.

ACT Scores for Core and Less than Core Students

ACT defines the college-preparatory core curriculum as at least four years of English and at least three years each of mathematics, natural science, and social studies (Table 99). Core mathematics and natural science courses are beyond the introductory level. For example, a typical minimal core mathematics course might include Algebra I, Algebra II, and geometry one year each. A typical minimal core natural science course might include one year each of general science, biology, and chemistry or physics.

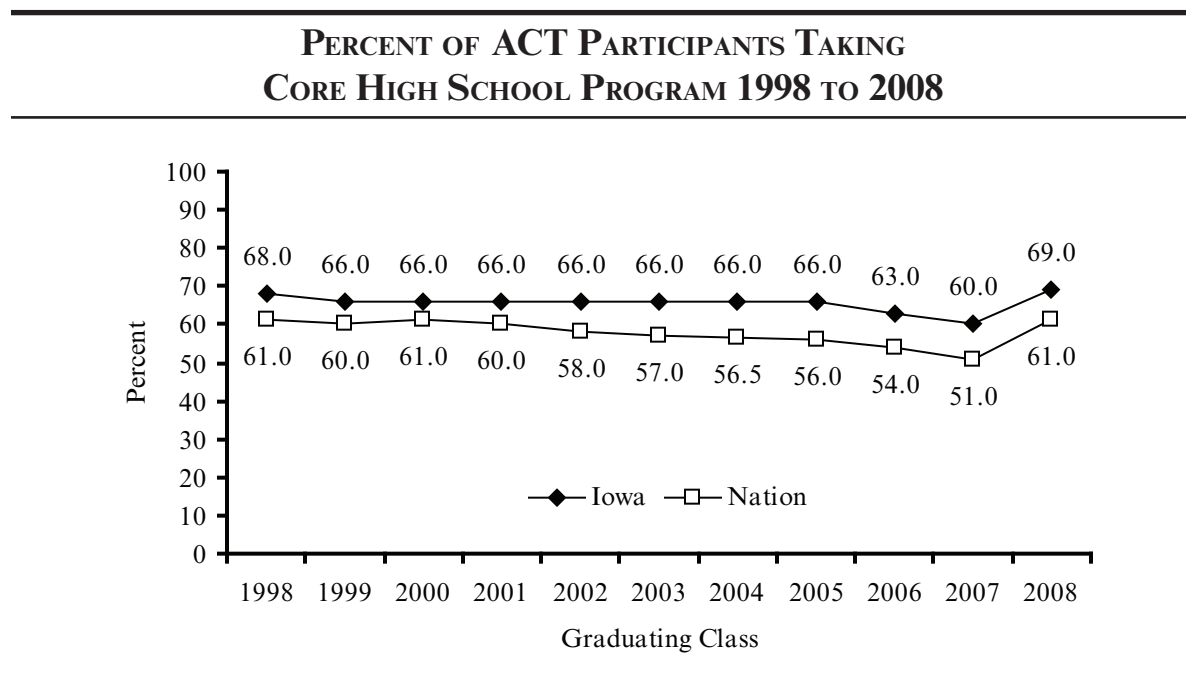
Table 99

ACT STANDARDS FOR CORE HIGH SCHOOL PROGRAMS			
Core Area	Years	Course	Credit
English	4 or more	English 9, 10, 11, 12	1 year each
Mathematics	3 or more	Algebra I & II, Geometry	1 year each
		Trigonometry & calculus (not precalculus), other math courses beyond Algebra II, computer math/computer	1/2 year each
Social Studies	3 or more	American history, world history, American government	1 year each
		Economics, geography, psychology, other history	1/2 year each
Natural Science	3 or more	General/physical/earth science, biology, chemistry, physics	1 year each

Source: American College Testing Program

Nearly 70 percent of Iowa's 2008 graduates taking the ACT indicated they participated in the core high school program (Figure 103). It should be noted that at least 3 percent, and as many as 11 percent of seniors did not indicate core one way or the other, so the percentages reported for the period 2002 through 2008 could be over/under-reported accordingly. Nationally, 61 percent of the 2008 graduates with ACT scores reported taking core courses.

Figure 103



Source: American College Testing Program, ACT High School Profile Report.

Notes: ACT classifies high school consisting of four years of English and three or more years of mathematics, natural science, and social studies as "core" programs.

Overall, average ACT composite scores for students taking core have been approximately 3 points higher than those not taking core (Table 100). This trend has been consistent both in Iowa and nationally for the 11 years reported.

Table 100

AVERAGE ACT COMPOSITE SCORES FOR CORE AND LESS THAN CORE TEST TAKERS 1998 TO 2008						
Graduating Class	Iowa			Nation		
	Core	Less than Core	Difference	Core	Less than Core	Difference
1998	23.2	20.0	3.2	22.1	19.3	2.8
1999	23.0	19.9	3.1	22.0	19.4	2.6
2000	23.0	20.0	3.0	22.0	19.5	2.5
2001	22.9	20.0	2.9	21.9	19.5	2.4
2002	22.9	19.9	3.0	21.8	19.2	2.6
2003	22.9	20.0	2.9	21.8	19.3	2.5
2004	22.9	20.2	2.7	21.9	19.4	2.5
2005	22.9	20.2	2.7	21.9	19.5	2.4
2006	23.0	20.4	2.6	22.0	19.7	2.3
2007	23.1	20.6	2.5	22.0	19.8	2.2
2008	23.1	20.6	2.5	22.0	19.5	2.5

Source: American College Testing Program, ACT High School Profile Report.
Notes: ACT classifies high school consisting of four years of English and three or more years of mathematics, natural science, and social studies as "core" programs.
The figures include all students tested, public as well as nonpublic.

ACT Composite Score Distributions

Table 101 provides the Iowa ACT composite score distributions for 1998, 2007, and 2008. Over 71 percent of Iowa test takers had a composite score of 20 or greater in 2008. More than 54 percent scored 22 or higher that year (also see Figure 104).

Table 101

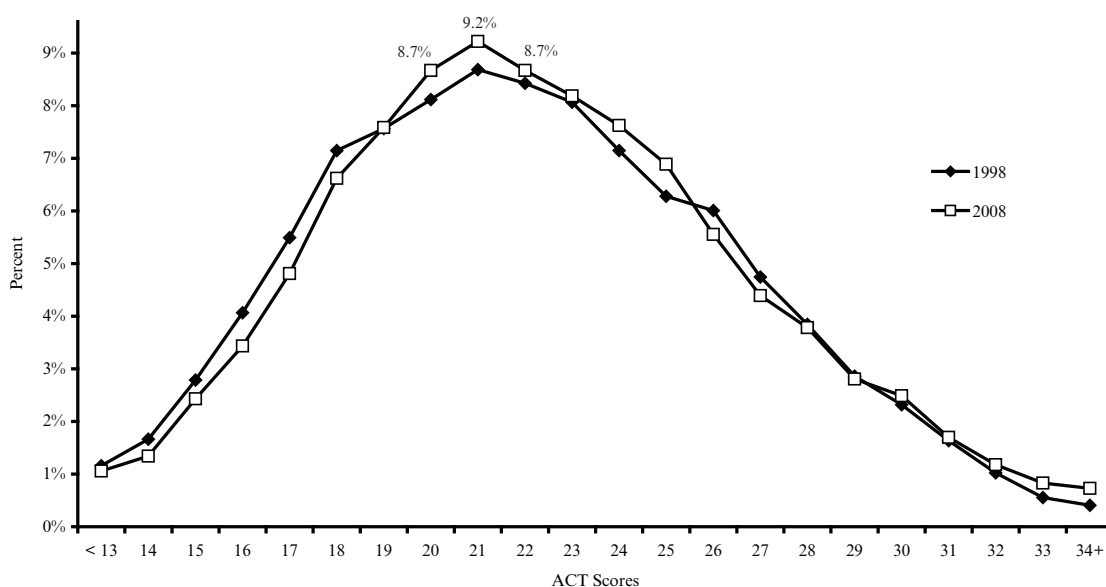
IOWA ACT COMPOSITE SCORE DISTRIBUTIONS CLASSES OF 1998, 2007, AND 2008

Score	Class of 1998		Class of 2007		Class of 2008	
	Percent At	Percent At or Below	Percent At	Percent At or Below	Percent At	Percent At or Below
<13	1.2%	1.2%	1.3%	1.3%	1.1%	1.1%
14	1.7	2.8	1.4	2.7	1.3	2.4
15	2.8	5.6	2.4	5.1	2.4	4.8
16	4.1	9.7	3.7	8.8	3.4	8.3
17	5.5	15.2	5.0	13.8	4.8	13.1
18	7.1	22.3	6.6	20.3	6.6	19.7
19	7.6	29.9	7.8	28.1	7.6	27.3
20	8.1	38.0	8.6	36.8	8.7	36.0
21	8.7	46.7	8.9	45.7	9.2	45.2
22	8.4	55.1	9.1	54.7	8.7	53.8
23	8.1	63.2	8.3	63.0	8.2	62.0
24	7.1	70.3	7.8	70.8	7.6	69.7
25	6.3	76.6	6.6	77.4	6.9	76.6
26	6.0	82.6	5.4	82.8	5.6	82.1
27	4.7	87.4	4.6	87.3	4.4	86.5
28	3.8	91.2	3.6	91.0	3.8	90.3
29	2.9	94.1	2.5	93.5	2.8	93.1
30	2.3	96.4	2.2	95.7	2.5	95.6
31	1.6	98.0	1.8	97.5	1.7	97.3
32	1.0	99.0	1.1	98.6	1.2	98.4
33	0.6	99.6	0.7	99.3	0.8	99.3
34+	0.4	100.0	0.7	100.0	0.7	100.0

Source: American College Testing Program, ACT High School Profile Report.

Figure 104

DISTRIBUTION OF IOWA ACT COMPOSITE SCORES CLASSES 1998 AND 2008



Source: American College Testing Program, ACT High School Profile Report for Iowa.

ACT Scores by Enrollment Category

Average composite ACT scores by enrollment category for the graduating classes of 2006 to 2008 are provided in Table 102. For each year displayed, the 2,500-7,499 enrollment category had the highest average ACT score in each of the subject areas.

Table 102

IOWA PUBLIC SCHOOL AVERAGE ACT SCORES BY ENROLLMENT CATEGORY GRADUATING CLASSES OF 2006 TO 2008						
Graduating Class	Category	English	Mathematics	Reading	Science	Composite
2006	<300	20.5	20.8	21.6	21.3	21.1
	300-599	20.8	21.0	21.8	21.6	21.4
	600-999	21.0	21.3	21.9	21.9	21.7
	1,000-2,499	21.4	21.7	22.4	22.1	22.0
	2,500-7,499	22.2	22.5	23.1	22.7	22.8
	7,500+	21.8	22.1	22.8	22.3	22.3
	State	21.6	21.8	22.5	22.1	22.1
2007	<300	20.7	20.5	21.6	21.4	21.1
	300-599	20.8	21.3	21.8	21.7	21.5
	600-999	21.0	21.3	22.1	21.9	21.7
	1,000-2,499	21.6	21.9	21.5	22.3	22.2
	2,500-7,499	22.4	22.7	23.5	23.0	23.0
	7,500+	21.9	22.1	22.9	22.5	22.5
	State	21.6	21.9	22.6	22.3	22.3
2008	<300	20.8	20.4	21.7	21.2	21.1
	300-599	21.1	21.2	22.2	21.7	21.7
	600-999	21.2	21.4	22.3	21.8	21.8
	1,000-2,499	21.9	22.0	22.9	22.4	22.4
	2,500-7,499	22.6	22.8	23.5	23.0	23.1
	7,500+	22.0	22.3	23.0	22.4	22.5
	State	21.9	22.0	22.9	22.3	22.4
Source: American College Testing Program, The ACT Assessment Magnetic Tape: Iowa Department of Education, Division of School Support and Information, Certified Enrollment file.						
Note: State figures include all students tested, public as well as nonpublic.						

The impact of the defined core curriculum program on ACT scores that was addressed earlier at the state level, also held across districts regardless of size (Table 103 and Figure 105).

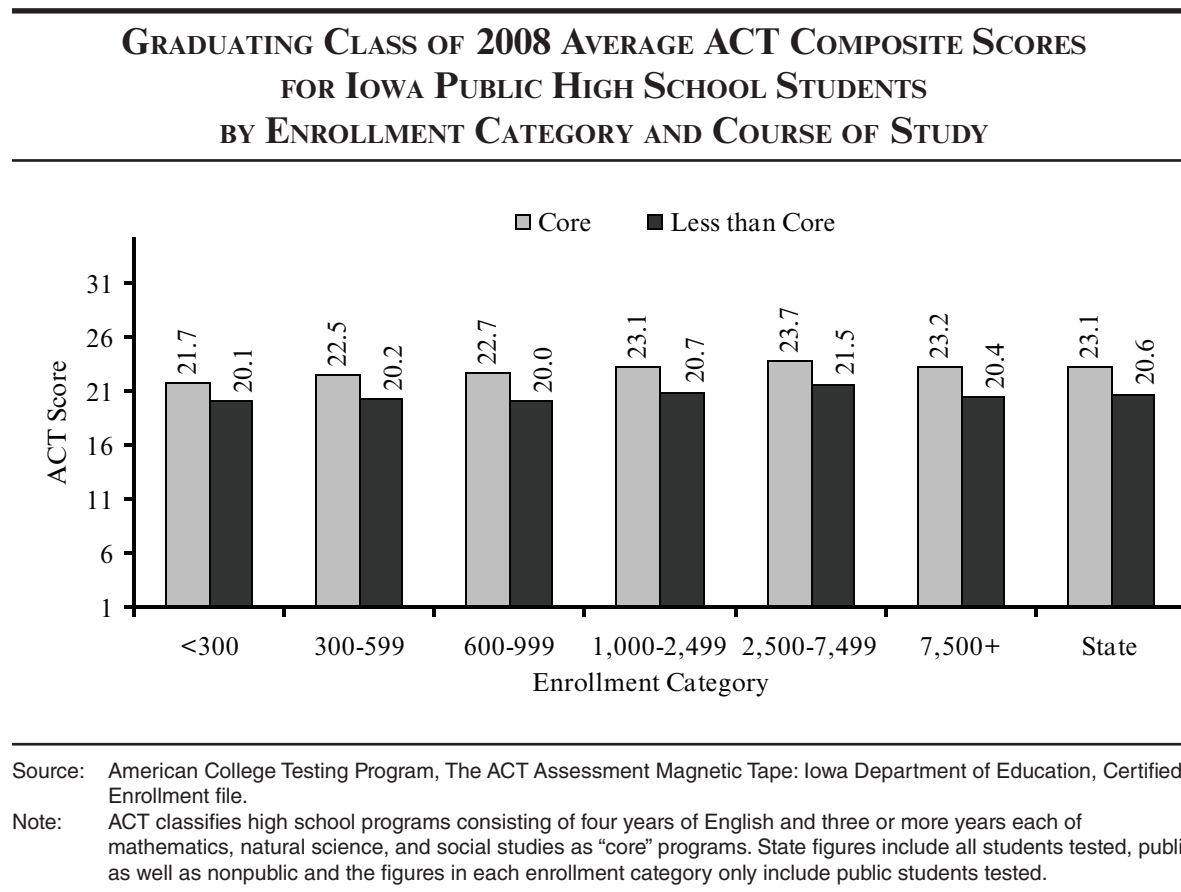
Table 103

AVERAGE ACT COMPOSITE SCORES FOR IOWA PUBLIC HIGH SCHOOL GRADUATING CLASSES 2006 TO 2008 BY ENROLLMENT CATEGORY AND COURSE OF STUDY						
Enrollment Category	Course of Study - Core			Course of Study - Less than Core		
	2006	2007	2008	2006	2007	2008
<300	22.0	22.0	21.7	19.3	19.7	20.1
300-599	22.2	22.5	22.5	20.0	19.8	20.2
600-999	22.5	22.7	22.7	20.2	20.0	20.0
1,000-2,499	22.8	23.1	23.1	20.8	20.6	20.7
2,500-7,499	23.6	23.6	23.7	21.1	21.6	21.5
7,500+	23.2	23.1	23.2	20.3	20.9	20.4
State	23.0	23.1	23.1	20.4	20.6	20.6

Source: American College Testing Program, The ACT Assessment Magnetic Tape: Iowa Department of Education, Certified Enrollment file.

Note: ACT classifies high school programs consisting of four years of English and three or more years each of mathematics, natural science, and social studies as “core” programs. State figures include all students tested, public as well as nonpublic and the figures in each enrollment category only include public students tested.

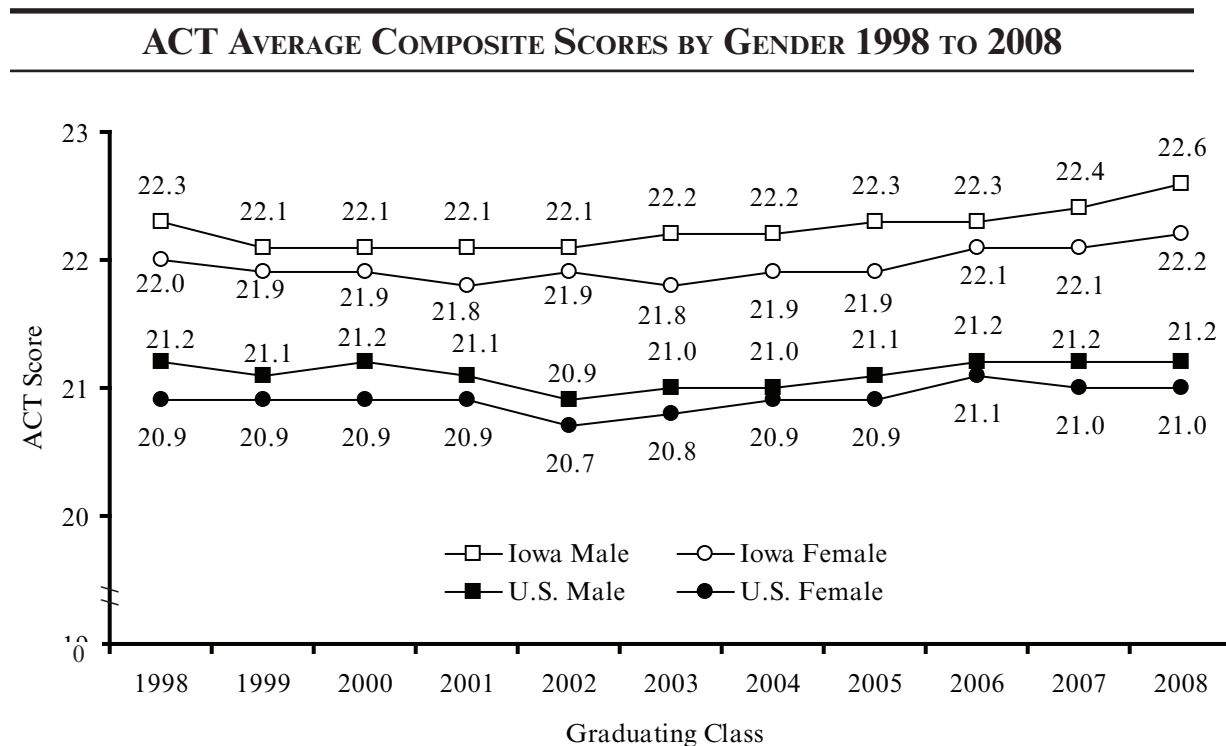
Figure 105



ACT Scores by Gender

In Iowa, the average composite score for males increased by 0.2 points from 2007 to 2008. The Iowa female score increased by 0.1 over that period (Figure 106). Nationally, the male and female scores remained unchanged.

Figure 106



Source: American College Testing Program, The High School Profile Report for Iowa.

The average scores for Iowa males were higher in mathematics, science reasoning, and composite. Females reported higher average scores in English and reading (Table 104).

Table 104

IOWA AVERAGE ACT SCORES BY GENDER 2007 AND 2008												
Gender	Average ACT Scores											
	Number of		English		Mathematics		Reading		Science Reasoning		Composite	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Male	10,169	10,541	21.2	21.4	22.6	22.8	22.4	22.8	22.9	22.8	22.4	22.6
Female	11,917	12,013	22.1	22.2	21.2	21.2	22.8	22.9	21.8	21.8	22.1	22.2
Unreported*	930	396										

Source: American College Testing Program, The High School Profile Report for Iowa.

Note: *ACT test-takers not reporting gender.

ACT Composite Scores by Student Planned Educational Majors

In numeric terms, the most popular planned educational majors by students taking the ACT in 2008 (both nationally and in Iowa) were Health Science/Allied Health Fields, followed by Business and Management (Table 105). The highest average composite ACT scores (both nationally and in Iowa) were reported by planned mathematics majors (24.7 and 26.4, respectively) and *letters (24.5 and 24.9, respectively). The ACT test takers that indicated a planned major in education or teacher education had average ACT composite score above 21 for Iowa students and above 20 nationally (ranked 14th to 18th among the 23 majors listed).

Table 105

ACT AVERAGE COMPOSITE SCORES BY STUDENT PLANNED EDUCATIONAL MAJORS CLASSES OF 1998, 2007, AND 2008

Planned Major	Class of 1998		Class of 2007		Number Planned	Class of 2008		
	Nation Avg.	Iowa Avg.	Nation Avg.	Iowa Avg.		Iowa Percent Planned	Avg.	Rank
Ag Science/ Technologies	19.4	20.6	19.1	20.4	584	3.6%	20.5	20
Architecture and Env Design	20.9	21.8	20.9	22.0	398	2.5	21.7	15
Business and Management	20.6	21.6	20.5	21.7	2,144	13.2	21.8	14
Business and Office Communication & Comm Tech	18.2	19.6	19.2	20.1	167	1.0	20.2	21
Community and Personal Service	21.4	22.4	21.4	22.5	558	3.4	22.7	11
Computer and Info Science	18.9	20.0	18.2	19.7	510	3.1	20.1	22
Cross Disciplinary Studies	21.4	23.1	21.5	22.8	465	2.9	23.0	9
Education	23.0	23.4	23.6	23.8	27	0.2	22.8	10
Engineering	20.3	21.2	20.7	21.6	1,023	6.3	21.4	16
Engineering Related Technologies	22.8	24.7	22.7	24.5	927	5.7	24.5	3.5
Foreign Language	21.1	22.5	22.0	23.6	486	3.0	23.7	6
Health Science/ Allied Health Fields	23.4	24.0	23.6	24.3	117	0.7	24.1	5
Human/Family/ Consumer Science	21.0	22.4	20.5	22.0	3,673	22.6	22.1	13
Letters*	18.8	19.7	18.6	20.0	213	1.3	20.7	19
Marketing and Distribution	24.7	25.1	24.5	24.9	157	1.0	25.3	2
Mathematics	19.4	20.2	20.3	20.7	157	1.0	21.0	18
Philosophy, Religion and Theology	24.4	25.7	24.7	26.4	163	1.0	26.3	1
Sciences	22.4	23.4	22.5	22.8	127	0.8	23.2	8
Social Sciences	23.5	24.3	23.7	24.6	1,003	6.2	24.5	3.5
Teacher Education	22.0	23.1	22.0	23.1	1,190	7.3	23.3	7
Trade and Industrial	20.4	21.6	20.1	21.3	703	4.3	21.2	17
Visual and Performing Arts	18.8	19.8	18.2	19.8	282	1.7	20.0	23
Total Planned Majors	21.3	22.5	21.0	22.3	1,151	7.1	22.4	12
					16,225	100.0		

Source: American College Testing Program, The High School Profile Report.

Note: *Letters consists of preparation in the areas of classics, comparative literature, creative writing, general English, linguistics, literature, speech, debate, and forensics.

Scholastic Assessment Test (SAT)

The Scholastic Assessment Test (SAT) is one of the national college entrance examinations developed by the College Board. Scores for the mathematics and critical reading of SAT I range from 200 to 800. The SAT writing test, added to the SAT in 2006, uses the same score range.

The SAT was first administered in 1926 to 8,040 candidates nationwide. In 2008, the number of SAT takers in the nation was nearly 1.5 million, relatively unchanged from 2006. In 2008, the number of Iowa SAT I takers was approximately 3 percent of the high school graduates.

The average SAT scores for Iowa decreased for both critical reading and mathematics from 2007 to 2008. The national averages remained unchanged over that period (Table 106 and Figure 107). Iowa's averages however, continue to be around 100 standard score points higher than the nation's in both subject areas.

Table 106

TRENDS OF AVERAGE SAT SCORES FOR IOWA AND THE NATION 1998 TO 2008

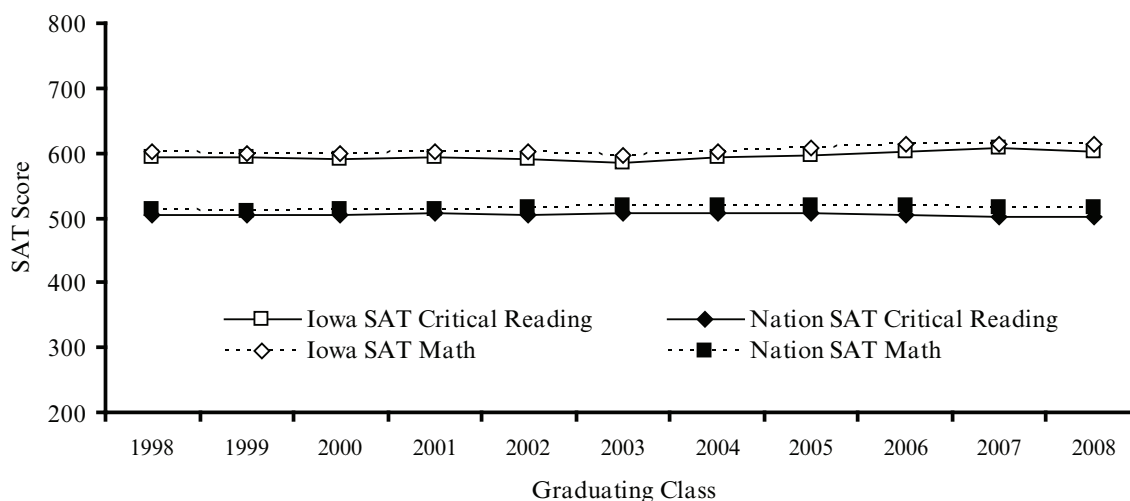
Graduating Class	SAT Critical Reading		SAT Mathematics	
	Iowa	Nation	Iowa	Nation
1998	593	505	601	512
1999	594	505	598	511
2000	589	505	600	514
2001	593	506	603	514
2002	591	504	602	516
2003	586	507	597	519
2004	593	508	602	518
2005	596	508	608	520
2006	602	503	613	518
2007	608	502	613	515
2008	603	502	612	515

Source: The College Board, 2008 Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2008 was 3 percent.
Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figure 107

TRENDS OF AVERAGE SAT SCORES FOR IOWA AND THE NATION 1998 TO 2008



Source: The College Board. 2008 Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2008 was 3 percent.
Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Table 107 shows a comparison between Iowa and other Midwest states on the average SAT scores.

Table 107

AVERAGE SAT SCORES FOR IOWA, THE NATION, AND MIDWEST STATES 1998, 2007, AND 2008

R=Critical Reading M=Math

Nation and State	1998		2007		2008		% of Graduating Class of 2008 Taking SAT
	R	M	R	M	R	M	
Nation	505	512	502	515	502	515	45%
Illinois	564	581	594	611	583	601	7
Indiana	497	500	497	507	496	508	62
Iowa	593	601	608	613	603	612	3
Kansas	582	585	583	590	580	589	7
Michigan	558	569	568	579	581	598	6
Minnesota	585	598	596	603	596	609	8
Missouri	570	573	594	594	594	597	5
Nebraska	565	571	579	585	581	585	5
North Dakota	590	599	584	596	594	604	3
Ohio	536	540	536	542	534	544	24
South Dakota	584	581	589	602	595	596	3
Wisconsin	581	594	587	598	587	604	5
Iowa's Rank in Nation	1	1	1	1	1	1	

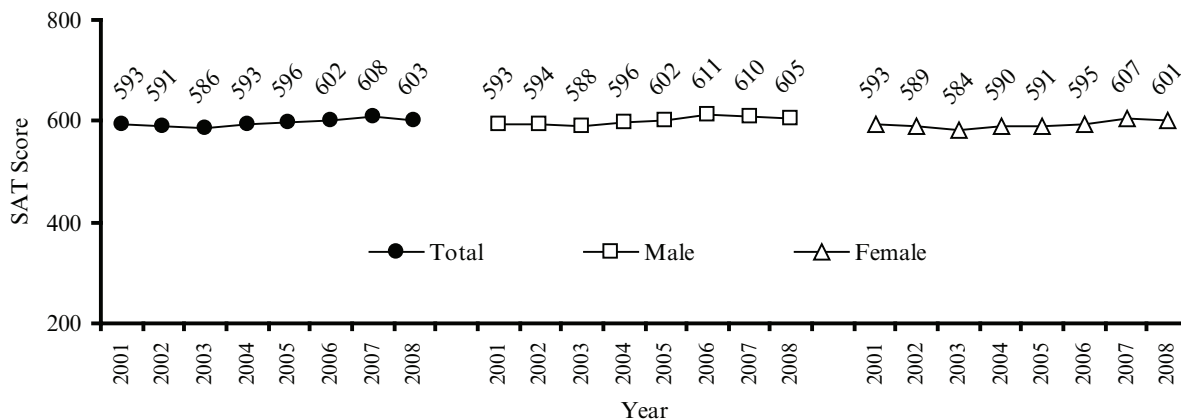
Source: The College Board, 2008 Profile of SAT Program Test Takers.

Note: Historically, Iowa scores are based on a sample of 3 to 5 percent of the graduating class.

Figures 108 and 109 show the trends for Iowa SAT takers by gender. Iowa's males out-scored females for all years shown in both critical reading and mathematics.

Figure 108

IOWA AVERAGE SAT CRITICAL READING SCORES BY GENDER 2001 TO 2008



Source: The College Board, 2008 Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2008 was 3 percent.

Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figure 109

IOWA AVERAGE SAT MATHEMATICS SCORES BY GENDER 2001 TO 2008



Source: The College Board, 2008 Profile of SAT Program Test Takers.

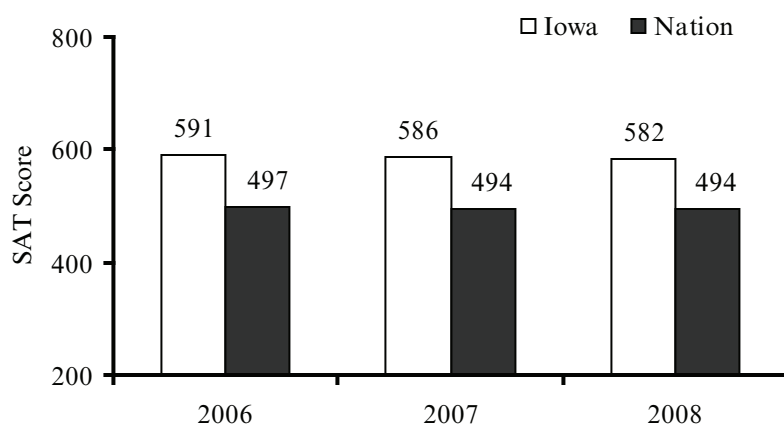
Note: The Iowa participation rate in SAT for the class of 2008 was 3 percent.

Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figures 110 and 111 show the average SAT writing scores for Iowa and the nation. In 2008, Iowa females had higher average scores in writing than Iowa males. Females also out-scored males in the nation in writing. Iowa's average score in writing was over 90 standard score points higher than the national average.

Figure 110

AVERAGE SAT WRITING SCORES FOR IOWA AND THE NATION 2006 TO 2008

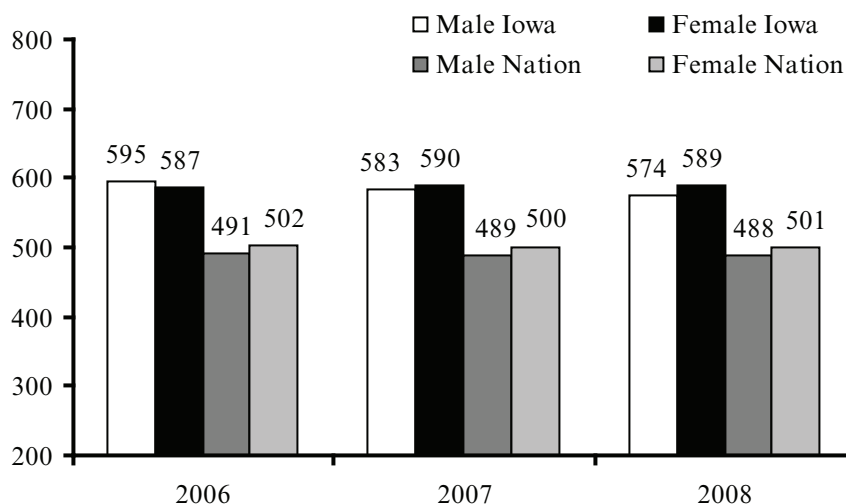


Source: The College Board, 2008 Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2008 was 3 percent.
Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figure 111

AVERAGE SAT WRITING SCORES FOR IOWA AND THE NATION BY GENDER 2006 TO 2008



Source: The College Board, 2008 Profile of SAT Program Test Takers.

Note: The Iowa participation rate in SAT for the class of 2008 was 3 percent.
Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

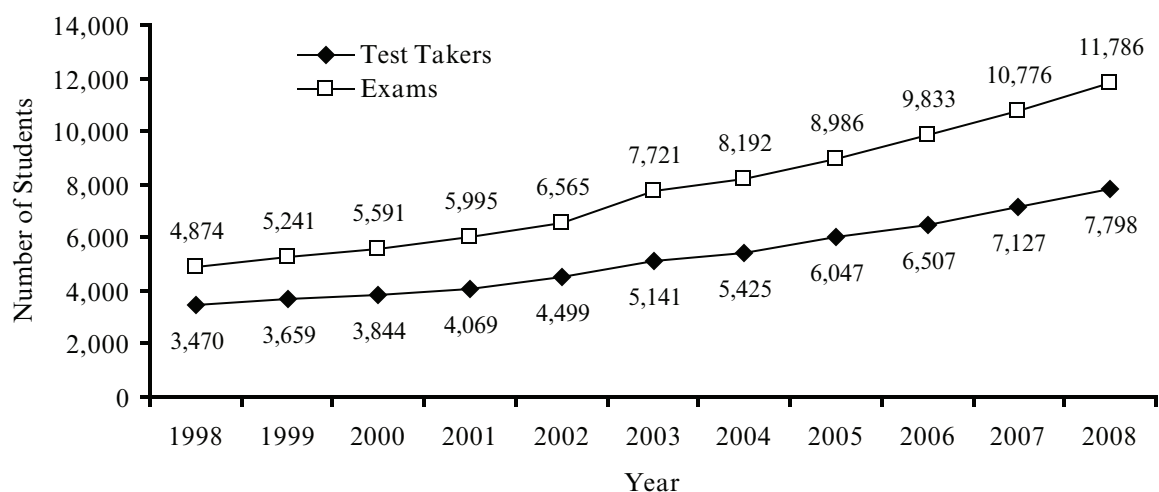
Advanced Placement (AP)

The College Board sponsors the Advanced Placement (AP) Program in Iowa, which offered more than 35 courses in over 20 subject areas in 2007-2008. AP provides secondary school students the opportunity to take college-level courses in a high school setting. Courses are taught by highly qualified high school teachers who use the AP Course Descriptions to guide them.

In Iowa, more than 11,780 AP exams were taken by 7,798 students in 2008 (Figure 112). English Language and Composition, English Literature and Comprehension, U.S. History, and Calculus AB, in aggregate, accounted for more than 40 percent of the exams taken in 2007. The number of students/candidates in 2008 was 9.4 percent higher than the number in 2007. The number of exams taken increased 9.4 percent over that one-year period. Both of the number of students and exams have more than doubled since 1997.

Figure 112

ADVANCED PLACEMENT PARTICIPATION FOR IOWA STUDENTS 1998 TO 2008



Source: The College Board, Advanced Placement Program, Iowa and National Summary Reports.

From 1998 to 2008, Iowa's average AP score has consistently been above the national average (Table 108). In general, the percentage of Iowa's students receiving a score of three or better has consistently been higher than the national percentage (Figure 113).

Table 108

**ADVANCED PLACEMENT EXAM SCORE AVERAGES AND DISTRIBUTIONS
FOR IOWA AND THE NATION 1998 TO 2008**

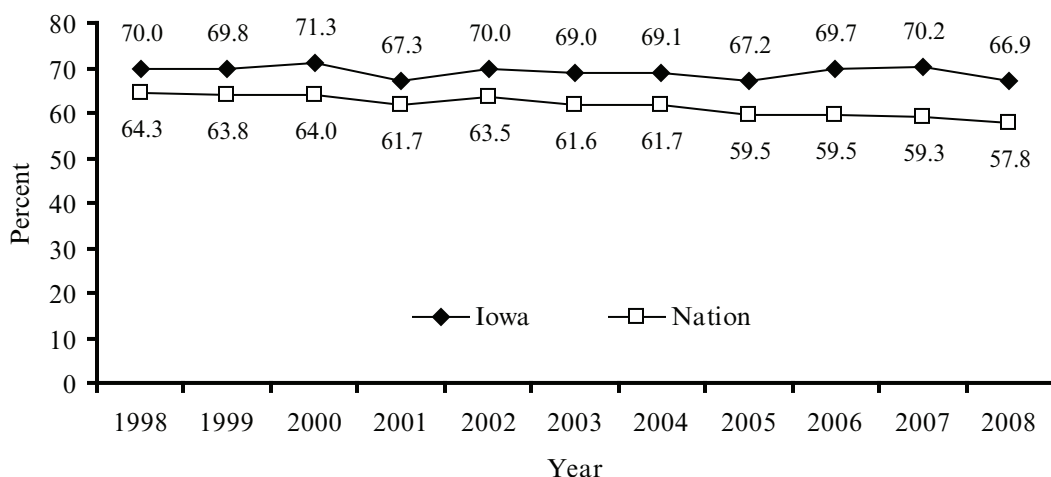
Year	Percent of Students by Score											
	1		2		3		4		5		Average	
	Iowa	Nation	Iowa	Nation	Iowa	Nation	Iowa	Nation	Iowa	Nation	Iowa	Nation
1998	6.2	11.6	23.8	24.0	33.7	28.8	23.4	21.0	12.9	14.5	3.13	3.02
1999	6.9	12.2	23.3	24.0	31.6	27.8	23.1	21.1	15.1	14.9	3.16	3.02
2000	6.5	12.8	22.2	23.2	33.6	28.0	24.5	21.1	13.2	14.9	3.16	3.01
2001	6.5	13.3	26.2	25.1	31.3	27.4	22.9	20.4	13.1	13.9	3.10	2.95
2002	7.0	13.6	23.0	23.0	30.0	27.4	24.6	21.5	15.4	14.6	3.18	2.99
2003	8.1	14.3	23.0	24.0	30.3	27.1	23.8	20.4	14.9	14.1	3.14	2.95
2004	8.2	15.7	22.7	22.7	30.9	26.5	22.8	20.6	15.4	14.6	3.15	2.95
2005	10.0	17.2	22.8	23.2	29.1	25.9	23.8	20.1	14.3	13.5	3.10	2.90
2006	8.7	17.4	21.5	23.0	29.3	25.6	24.8	20.1	15.6	13.8	3.17	2.90
2007	9.7	18.4	20.1	22.3	28.7	25.1	24.8	20.2	16.7	14.0	3.19	2.89
2008	12.4	20.9	20.6	21.3	27.7	24.1	22.9	19.4	16.2	14.2	3.10	2.85

Source: The College Board, Advanced Placement Program, Iowa and National Summary Reports.

Note: AP score of 1 = carries no recommendation, 2 = possibly qualified, 3 = qualified, 4 = well qualified, and 5 = extremely well qualified.

Figure 113

**PERCENT OF AP CANDIDATES WITH AP SCORES OF 3+
1998 TO 2008**

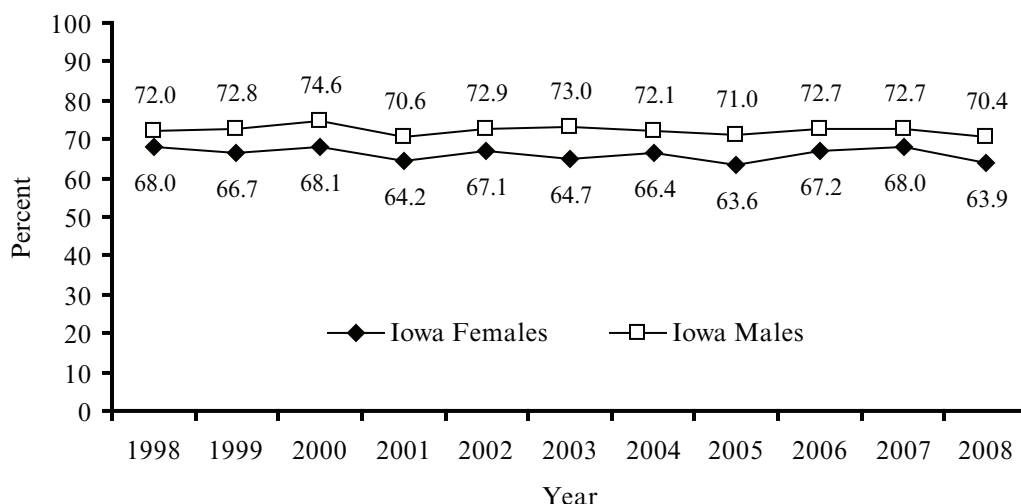


Source: The College Board, Advanced Placement Program, Iowa and National Summary Reports.

Nationally, and in Iowa, greater percentages of males are reported as receiving a score of three or higher than females. This has been the trend in Iowa since 1998 (Figure 114) with the percentage of females with a score of three or greater being four to eight percentage points lower than males.

Figure 114

PERCENT OF IOWA AP EXAMS WITH SCORES OF 3+ BY GENDER
1998 TO 2008



Source: The College Board, Advanced Placement Program, Iowa and National Summary Reports.

Note: AP score of 1 = carries no recommendation, 2 = possibly qualified, 3 = qualified, 4 = well qualified, and 5 = extremely well qualified.

Arkansas, Delaware, the District of Columbia, Hawaii, North Carolina, and Maryland all reported 90 percent or more of their schools participating in the AP Program in 2008 (Table 109). In Iowa, slightly more than half of the schools reported participation. In the District of Columbia, Florida, Maryland, and Virginia, more than 400 exams were taken for every 1,000 11th and 12 graders in 2008 (Table 109). In Iowa, that rate was 119 compared to 289 nationwide.

Table 109

**NUMBER OF ADVANCED PLACEMENT EXAMINATIONS TAKEN
PER THOUSAND 11TH AND 12TH GRADERS AND PERCENT OF TOTAL SCHOOLS
PARTICIPATING IN ADVANCED PLACEMENT 1998, 2007, AND 2008**

State	Examinations			Percent of Schools Participating		School
	1998	2008	Rank in 2008	1998	2007	Rank in 2007
United States	150	289	--	53.8%	66.0%	-
Alabama	84	159	40	36.9	46.0	43
Alaska	150	179	36	12.8	56.0	36
Arizona	107	142	43	53.9	41.0	46
Arkansas	62	357	9	30.5	94.0	2
California	221	360	8	69.7	60.0	30
Colorado	147	347	10	47.8	63.0	28
Connecticut	218	337	13	82.3	80.0	13.5
Delaware	176	339	12	47.4	90.0	5
District of Columbia	359	862	1	73.2	90.0	5
Florida	215	436	4	57.5	80.0	13.5
Georgia	144	324	14	58.5	86.0	7
Hawaii	157	200	28	73.3	100.0	1
Idaho	67	148	42	42.7	46.0	43
Illinois	144	263	18	51.8	58.0	33
Indiana	91	197	30	56.2	79.0	16.5
Iowa	54	119	47	36.3	52.0	38
Kansas	51	134	44	24.1	27.0	49
Kentucky	98	235	24	60.0	62.0	29
Louisiana	42	81	51	23.8	46.0	43
Maine	118	300	17	57.4	74.0	20
Maryland	216	503	2	74.1	90.0	5
Massachusetts	213	344	11	82.3	80.0	13.5
Michigan	112	197	31	54.1	57.0	34.5
Minnesota	105	226	25	43.1	49.0	40.5
Mississippi	58	117	48	38.2	47.0	42
Missouri	56	133	45	27.1	35.0	47.5
Montana	72	158	41	32.3	55.0	37
Nebraska	50	122	46	22.7	22.0	51
Nevada	118	259	19	40.2	65.0	24.5
New Hampshire	138	177	37	69.0	81.0	10.5
New Jersey	210	314	15	83.7	79.0	16.5
New Mexico	83	195	32	43.9	50.0	39
New York	256	362	7	74.6	81.0	10.5
North Carolina	190	383	5	63.3	92.0	3
North Dakota	38	102	50	7.6	26.0	50
Ohio	103	192	34	59.7	64.0	26.5
Oklahoma	71	222	26	24.8	59.0	31.5
Oregon	75	193	33	48.5	59.0	31.5
Pennsylvania	116	198	29	60.6	77.0	19
Rhode Island	131	214	27	74.6	65.0	24.5
South Carolina	191	253	21	70.0	85.0	8.5
South Dakota	68	176	38	19.0	49.0	40.5
Tennessee	104	186	35	50.6	71.0	23
Texas	149	364	6	56.9	80.0	13.5
Utah	231	245	22	71.6	57.0	34.5
Vermont	123	302	16	69.5	78.0	18
Virginia	249	482	3	69.5	85.0	8.5
Washington	82	254	20	54.7	64.0	26.5
West Virginia	66	176	39	55.3	72.0	22
Wisconsin	117	243	23	60.1	73.0	21
Wyoming	31	111	49	29.1	35.0	47.5

Source: Applied Educational Research Inc. of Princeton, NJ. and the College Board, Advanced Placement Program.

Note: This is the number of exams taken by the current year's 11th and 12th grade AP students (number of exams not shown) divided by the state's "11th and 12th Grade Enrollment" x 1000.

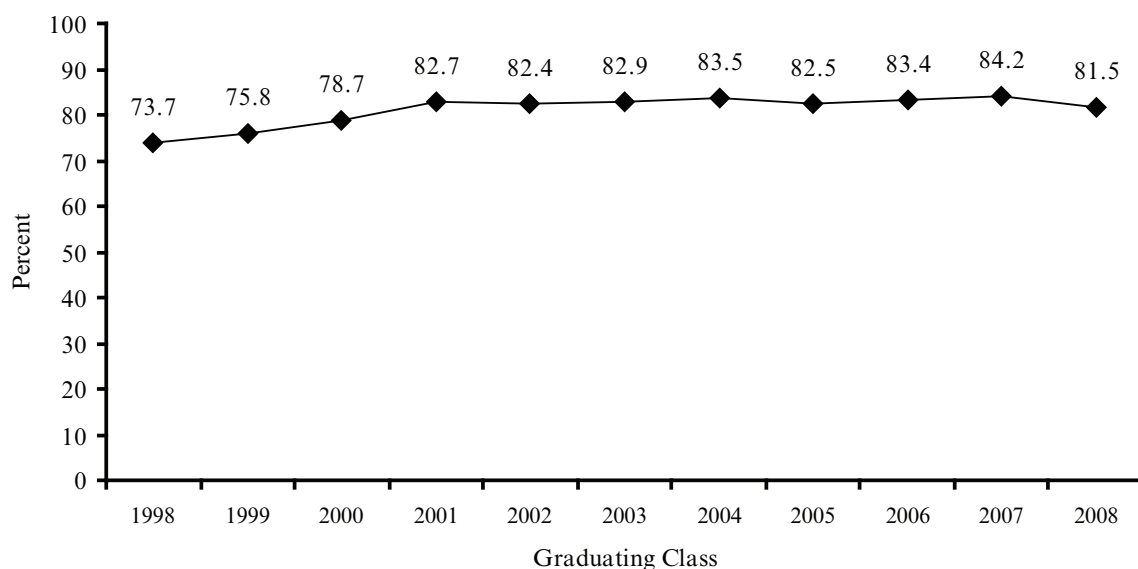
Pursuit of Postsecondary Education/Training

This section presents information on Iowa public high school graduates pursuing or intending to pursue postsecondary education or training. Prior to 1997, the Basic Educational Data Survey (BEDS) collected follow-up information from all school districts that operated a high school. A combination of follow-up and graduate intentions was collected from districts between 1997 and 1999. Graduate intentions data were collected from districts who were participating in Project EASIER and follow-up data were collected from districts who were not participating in Project EASIER. Beginning in 2000 and in all years following, graduate intention data have been collected from all districts that operate a high school.

Figure 115 presents trend information on the percentage of high school graduates pursuing or intending to pursue postsecondary education or training. The percent of graduates intending to pursue postsecondary education or training decreased from 82.5 in 2007 to 81.5 in 2008.

Figure 115

**PERCENT OF IOWA PUBLIC HIGH SCHOOL GRADUATES/SENIORS
PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING
GRADUATING CLASSES OF 1998 TO 2008**



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Graduate Follow-up/Intentions files.

Note: Figures for 2006 to 2008 include graduates receiving a diploma. Students who were listed as Other Completers (e.g., received a Certificate of Attendance) are not included in these figures.

The percent of graduates pursuing or intending to pursue postsecondary education/training by enrollment category are listed for the 1998 and 2006 through 2008 graduating classes in Table 110. Every enrollment category except for the largest enrollment category (7,500 +) reported that at least 80 percent of graduates intended to pursue postsecondary education/training. The 10 largest districts that make up the largest enrollment category reported that 78.6 percent of their graduates intended to pursue postsecondary education/training. The 10 smallest districts reported that 88.3 percent of their graduates intended to pursue postsecondary education/training.

Table 110

**PERCENT OF IOWA PUBLIC HIGH SCHOOL GRADUATES/SENIORS
PURSUING OR INTENDING TO PURSUE POSTSECONDARY
EDUCATION/TRAINING BY ENROLLMENT CATEGORY
GRADUATING CLASSES OF 1998 AND 2006 TO 2008**

Enrollment Category	1998	Graduating Class		
		2006	2007	2008
<300	76.6%	77.6%	79.7%	81.4%
300-599	72.2	83.8	86.3	84.6
600-999	75.2	84.5	83.2	83.6
1,000-2,499	76.1	81.2	81.7	81.1
2,500-7,499	74.0	82.6	84.0	82.4
7,500+	79.0	79.5	80.1	78.6
State	75.7	81.8	82.5	81.5

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Graduate Follow-up/Intentions files.

Note: Figures for 2006 to 2008 include graduates receiving a diploma. Students who were listed as Other Completers (e.g., received a Certificate of Attendance) are not included in these figures.

Table 111 shows the percent of graduates intending to pursue postsecondary education/training by gender for 1998 and 2006 through 2008. In all years presented, the percent of female graduates intending to pursue postsecondary education/training was higher than the percent of male graduates intending to pursue postsecondary education/training. In the 10 largest districts in 2008, the percent of male graduates intending to pursue postsecondary education/training was 74.8 percent and the percent of female graduates intending to pursue postsecondary education/training was 82.3 percent. In the 10 smallest districts in 2008, 86.7 percent of male graduates and 90.0 percent of female graduates intended to pursue postsecondary/training.

Table 111

**PERCENT OF IOWA PUBLIC HIGH SCHOOL GRADUATES/SENIORS
PURSUING OR INTENDING TO PURSUE POSTSECONDARY
EDUCATION/TRAINING BY GENDER 1998 AND 2006 TO 2008**

Gender	1998	Graduating Class		
		2006	2007	2008
Male	71.0%	77.2%	78.0%	77.1%
Female	80.4	86.4	87.1	86.1
Total	75.7	81.8	82.5	81.5

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Graduate Follow-up/Intentions files.

Note: Figures for 2006 to 2008 include graduates receiving a diploma. Students who were listed as Other Completers (e.g., received a Certificate of Attendance) are not included in these figures.

The breakdown of postsecondary intentions by institution type for 1998, 2006, 2007, and 2008 is presented in Table 112. The largest percent of graduates intended to pursue postsecondary education at a community college. The percent of graduates intending to attend a community college increased from 37.5 in 2007 to 38.1 in 2008. The 10 largest and 10 smallest districts in 2008 followed the state trend with the largest percent of graduates intending to pursue postsecondary education at a community college. In the 10 largest districts 31.8 percent intended to pursue postsecondary education at a community college and in the 10 smallest districts 43.3 percent intended to pursue postsecondary education at a community college.

Table 112

**PERCENT OF IOWA PUBLIC HIGH SCHOOL GRADUATES/SENIORS
PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING
BY POSTSECONDARY INSTITUTION 1998, 2006, 2007, AND 2008**

Postsecondary Institution	Graduating Class			
	1998	2006	2007	2008
Private 4-Year College	14.1%	14.6%	13.8%	13.7%
Public 4-Year College	26.1	24.7	26.0	25.4
Private 2-Year College	1.6	1.6	1.6	1.2
Community College	29.3	36.5	37.5	38.1
Other Training	4.7	4.5	3.6	3.3
Total	75.7	81.8	82.5	81.5

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Graduate Follow-up/Intentions files.

Note: Figures for 2006 to 2008 include graduates receiving a diploma. Students who were listed as Other Completers (e.g., received a Certificate of Attendance) are not included in these figures.

The percent of graduates intending to pursue postsecondary education at four-year colleges and two-year colleges is shown in Table 113 and Figure 116. There was not a significant change in the percent intending to attend four-year colleges or two-year colleges between 2007 and 2008. The percent intending to attend four-year colleges and the percent intending to attend two-year colleges remained at about 39 percent in 2008. In 2008, the 10 largest districts had 42.0 percent of their graduates intending to attend four-year colleges and 32.9 percent intending to attend two-year colleges. The 10 smallest districts in 2008 had 41.7 percent of their graduates intending to attend four-year colleges and 46.7 percent intending to attend two-year colleges.

Table 113

**PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS
PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING
AT FOUR-YEAR AND TWO-YEAR COLLEGES 1998, 2006, 2007, AND 2008**

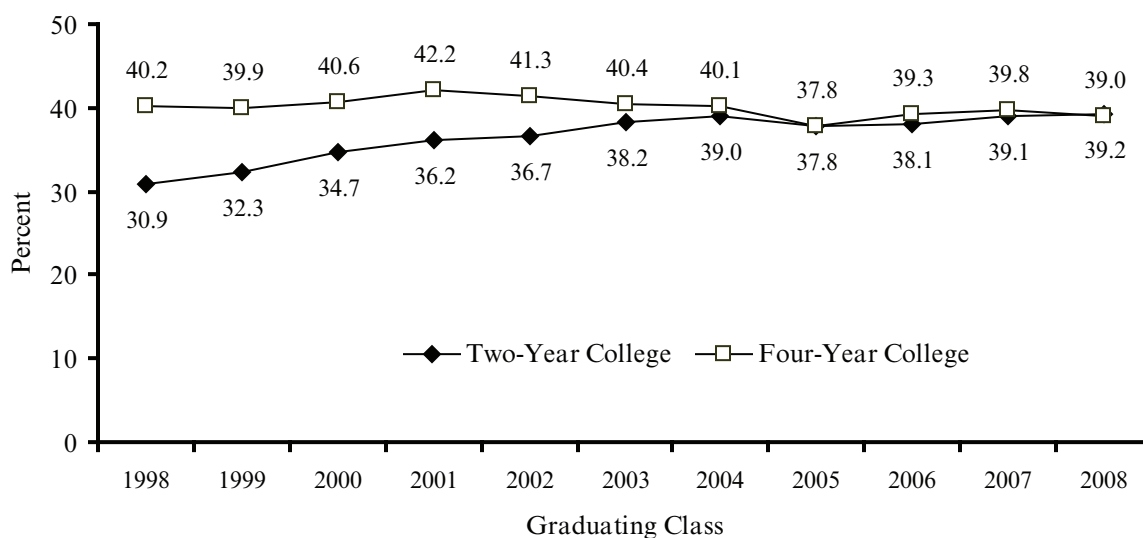
Postsecondary Institution	1998	2006	2007	2008
Four-Year College	40.2%	39.3%	39.8%	39.0%
Two-Year College	30.9	38.1	39.1	39.2

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Graduate Follow-up/Intentions files.

Note: Figures for 2006 to 2008 include graduates receiving a diploma. Students who were listed as Other Completers (e.g., received a Certificate of Attendance) are not included in these figures.

Figure 116

**PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS
PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING
AT FOUR-YEAR AND TWO-YEAR COLLEGES 1998 TO 2008**



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Graduate Follow-up/Intentions files.

Note: Figures for 2006 to 2008 include graduates receiving a diploma. Students who were listed as Other Completers (e.g., received a Certificate of Attendance) are not included in these figures.

Postsecondary Enrollment Options

In 1987, the Postsecondary Enrollment Options (PSEO) Act was enacted. The purpose of this act was to promote rigorous academic pursuits and to provide a wider variety of options to high school students by enabling 11th and 12th grade students to enroll part-time in nonsectarian courses in eligible postsecondary institutions of higher learning in Iowa. Ninth and 10th grade students who are identified as talented and gifted students according to the school district's criteria and procedures may also participate under the Act (see *Iowa Code* – 261C.2). The PSEO data were first collected in 1993.

The number of students taking PSEO courses and the number of PSEO courses for 1992-1993 and 1997-1998 to 2007-2008 is shown in Table 114. The number of students taking PSEO courses decreased by about 16 percent and the number of courses taken decreased by about 26 percent between 2003-2004 and 2004-2005. This decrease could be due to the change in the collection of this data between 2003-2004 and 2004-2005. Beginning in 2004-2005, the data was collected via individual student records rather than as summarized totals. The number of students taking PSEO courses increased by 15.1 percent and the number of PSEO courses taken increased by 94.7 percent between 1997-1998 and 2007-2008.

The number of students taking PSEO courses in the 10 largest districts (based on Certified Enrollment) decreased from 519 to 316 (39.1 percent) between 1997-1998 and 2007-2008. At the same time, the number of PSEO courses being taken by students in the 10 largest districts increased from 488 to 660 (35.2 percent) between 1997-1998 and 2007-2008. All 10 of the largest districts had students participating in PSEO courses in 1997-1998 and 2007-2008. In the 10 smallest districts (based on Certified Enrollment), the number of students taking PSEO courses increased from 12 to 41 (241.7 percent) and the number of PSEO courses being taken increased from 37 to 94 (154.1 percent) between 1997-1998 and 2007-2008. In 1997-1998, 30 percent of the smallest districts had students taking PSEO courses. Fifty percent of the smallest districts had students taking PSEO courses in 2007-2008.

Table 114

IOWA POSTSECONDARY ENROLLMENT OPTIONS ENROLLMENT AND COURSES 1992-1993 AND 1997-1998 TO 2007-2008					
Year	Enrollments	Courses	Year	Enrollments	Courses
1992-1993	2,219	3,229	2002-2003	6,734	11,674
1997-1998	5,453	5,699	2003-2004	6,524	11,876
1998-1999	5,815	9,991	2004-2005	5,481	8,826
1999-2000	6,121	10,361	2005-2006	5,556	9,485
2000-2001	6,556	11,408	2006-2007	6,318	11,229
2001-2002	6,899	11,961	2007-2008	6,276	11,095

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Postsecondary Enrollment Options files.

Table 115 shows an unduplicated count of students taking PSEO courses by grade level for 1992-1993, 1997-1998, and 2005-2006 to 2007-2008. In all years presented, the majority of the students taking PSEO courses were 12th grade students. In 2007-2008, 70.8 percent of the students taking PSEO courses were in 12th grade, 26.0 percent were in 11th grade, and 3.2 percent were in ninth or 10th grade. In the 10 largest districts in 2007-2008, 82.0 percent of the students taking PSEO courses were in 12th grade, 15.8 percent were in 11th grade, and 2.2 percent were in ninth or 10th grade. In the 10 smallest districts in 2007-2008, 73.2 percent of the students taking PSEO courses were in 12th grade, 24.4 percent were in 11th grade, and 2.4 percent were in ninth or 10th grade.

Table 115

NUMBER OF IOWA HIGH SCHOOL STUDENTS PARTICIPATING IN THE POSTSECONDARY ENROLLMENT OPTIONS ACT 1992-1993, 1997-1998, AND 2005-2006 TO 2007-2008				
School Year	9th and 10th Graders	Grade 11 Students	Grade 12 Students	Total Participants
1992-1993	32	378	1,809	2,219
1997-1998	375	1,096	3,982	5,453
2005-2006	187	1,330	4,039	5,556
2006-2007	233	1,636	4,449	6,318
2007-2008	201	1,630	4,445	6,276

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Postsecondary Enrollment Options files.

The PSEO legislation identifies the discipline areas of mathematics, science, social sciences, humanities, career options programs, and vocational-technical education as those in which courses will be approved. The number of courses taken by postsecondary institution, including regents institutions, community colleges, private four-year colleges, and private two-year colleges are shown in Table 116. The courses are divided into academic and vocational. Academic courses include mathematics, science, social sciences, humanities, and career options programs. Vocational courses include vocational-technical education courses. In 2007-2008, 89.9 percent of the PSEO courses taken were in the academic disciplines. As shown in Figure 117, the majority of the courses were taken at a community college in all years presented.

In the 10 largest districts in 2007-2008, 63.3 percent of PSEO courses were taken at a community college, 23.5 percent were taken at one of the regents institutions, and 13.2 percent were taken at a private four-year college. There were not any PSEO courses taken at a private two-year college in the 10 largest districts in 2007-2008. In the 10 smallest districts in 2007-2008, 48.9 percent of PSEO courses were taken at a community college and 51.1 percent were taken at a private four-year college. There were not any PSEO courses taken at a regents institution or private two-year college in the 10 smallest districts in 2007-2008.

Table 116

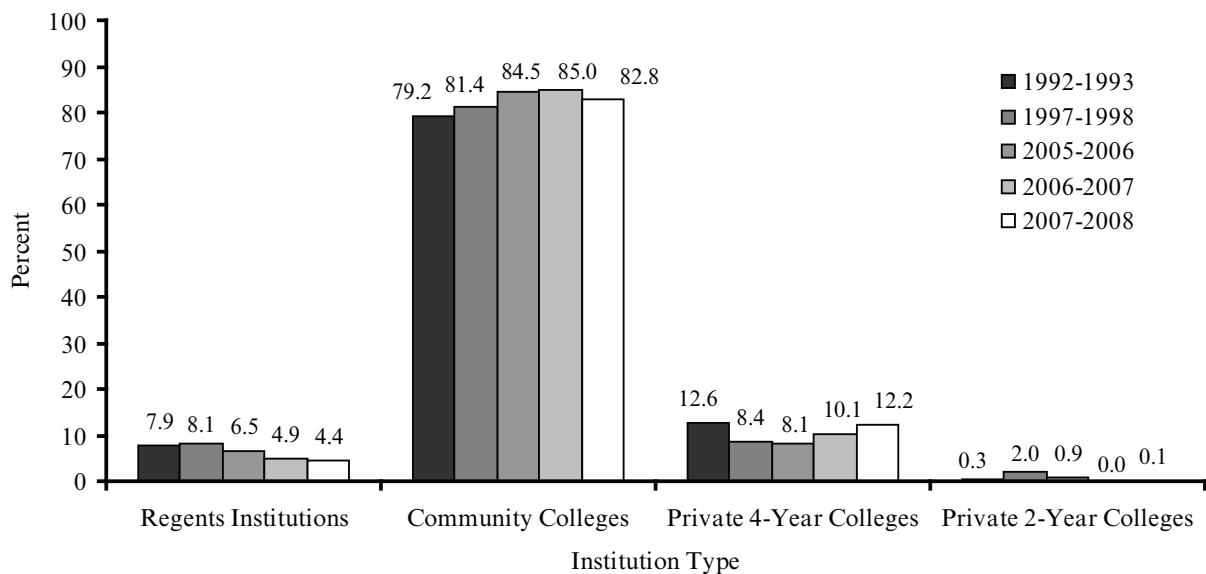
**NUMBER OF POSTSECONDARY ENROLLMENT OPTIONS COURSES TAKEN BY IOWA
HIGH SCHOOL STUDENTS BY TYPE OF COURSE AND TYPE OF INSTITUTION
1992-1993, 1997-1998, AND 2005-2006 TO 2007-2008**

School Year	Regents Institution	Academic			Regents Institution	Vocational			Courses Taken
		Community College	Private 4-Year College	Private 2-Year College		Community College	Private 4-Year College	Private 2-Year College	
1992-1993	245	2,099	382	10	9	457	26	1	3,229
1997-1998	453	4,036	474	109	10	605	6	6	5,699
2005-2006	610	7,032	749	65	7	979	21	22	9,485
2006-2007	535	8,585	1,116	3	14	957	18	1	11,229
2007-2008	473	8,183	1,313	9	11	1,008	37	1	11,095

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Postsecondary Enrollment Options files.

Figure 117

**PERCENTAGE DISTRIBUTIONS OF POSTSECONDARY ENROLLMENT OPTIONS
COURSES TAKEN BY IOWA PUBLIC HIGH SCHOOL STUDENTS BY INSTITUTION
TYPE 1992-1993, 1997-1998, AND 2005-2006 TO 2007-2008**



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Postsecondary Enrollment Options files.

Dropouts

Since 2004-2005, Project EASIER has collected student level dropout status from public schools for students in grades 7-12. Between 2001-2002 and 2003-2004, school level dropout summaries have been reported for grades 7 to 12 by grade, gender, and race/ethnicity in the Basic Educational Data Survey (BEDS). Before 2002, district level dropout summaries by grade were collected for grades 7-12 through BEDS. The grade level dropout information makes it possible to look at a dropout rate for a single grade or calculate high school (grades 9-12) and grades 7-12 dropout rates. The numerator of the grades 7-12 dropout rate (or grades 9-12 dropout rate) is the total number of dropouts for grades 7-12 (or the total number of dropouts for grades 9-12) and the denominator is the total enrollment of grades 7-12 (or total enrollment of grades 9-12). Dropouts by gender and race/ethnicity are available for 2002 and beyond. The dropout data for other subgroups (by socioeconomic status, determined by eligibility for free or reduced price lunch; by disability status, determined by the presence of an individualized education plan — IEP; by primary language status, determined by English and English Language Learner; and by migrant and non-migrant status) will be available for the 2009 *Annual Condition of Education Report*.

The National Center for Education Statistics' (NCES) definitions used for dropouts include students who satisfy one or more of the following conditions:

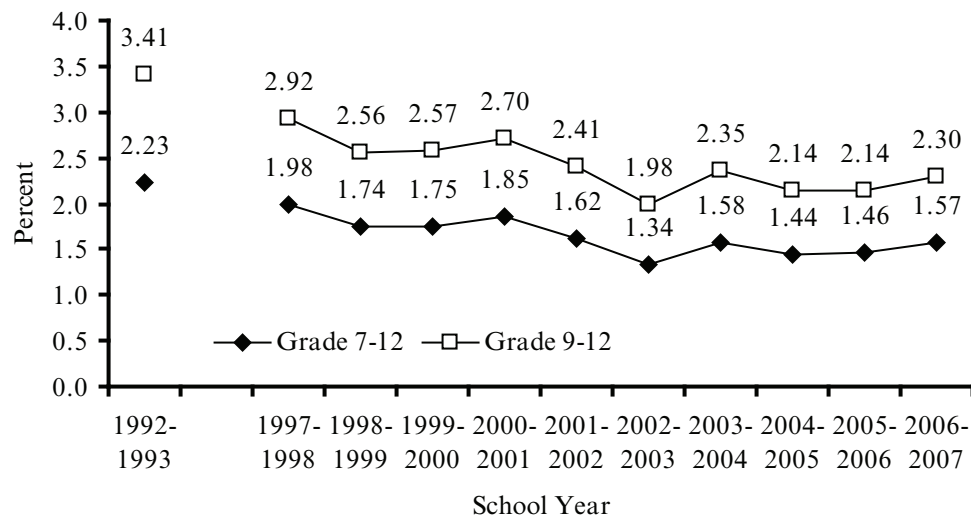
- Was enrolled in school at some time during the previous school year and was not enrolled by October 1 of the current year; or
- Was not enrolled by October 1 of the previous school year although was expected to be enrolled some time during the previous school year; and
- Has not graduated from high school or completed a state- or district-approved educational program; and
- Does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or state- or district-approved educational program, b) temporary school-recognized absence for suspension or illness, or c) death.

A student who has left the regular program to attend an adult program designed to earn a General Educational Development (GED) or an adult high school diploma administered by a community college is considered a dropout. However, a student who enrolls in an alternative school or alternative program administered by a public school district is NOT considered a dropout.

Figure 118 shows the two statewide trends, the lower line is for grades 7-12 and the upper line is for grades 9-12 dropout rates of Iowa public schools. They are downward dropout trends for both grades 7-12 and grades 9-12 since 1997-1998 in general. The most significant decreases were in 1998-1999 and 2002-2003. In 2006-2007, the dropout rate for grades 9-12 was 2.30 percent and the rate for grades 7-12 was 1.57 percent, slightly up from the 2005-2006 rates for both grade ranges.

Figure 118

IOWA PUBLIC SCHOOL GRADES 7-12 AND GRADES 9-12 DROPOUT RATES 1992-1993 AND 1997-1998 TO 2006-2007



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Dropout files.

The public school dropout distributions by grade and enrollment categories for 2006-2007 are available in Table 117. The total dropouts were 3,617 for grades 7-12. Grade 12 had the highest number and percent of dropouts (1,703 dropouts and 47 percent of total dropouts), followed by grade 11 with 1,070 dropouts and 30 percent, grade 10 with 557 dropouts and 15 percent, and grade 9 with 277 dropouts and 8 percent. Only 10 students dropped out from grades 7 and 8 together in 2006-2007. Districts with enrollments of 7,500 and above accounted for about 46 percent of the total dropouts and less than 26 percent of the total enrollment in grades 7 to 12. The average dropout rate was 2.82 percent for this largest enrollment category. For the districts with fewer than 1,000 students, the average grades 7-12 dropout rate was less than 1 percent. These districts had 13 percent of the total dropouts and served 28 percent of grades 7-12 public school students.

Table 117

TOTAL IOWA PUBLIC SCHOOL GRADES 7-12 DROPOUTS AND ENROLLMENTS BY ENROLLMENT CATEGORY 2006-2007

Enrollment Category	7	8	Grade Level				Total Dropouts	% of Total Dropouts	Total Enrollment	% of Total Enrollment	Dropout Rate
			9	10	11	12					
<300	0	0	1	7	9	15	32	0.88%	4,329	1.88%	0.74%
300-599	0	0	2	25	41	87	155	4.29	24,577	10.69	0.63
600-999	0	0	18	31	92	133	274	7.58	35,080	15.26	0.78
1000-2499	0	1	25	76	245	398	745	20.60	61,549	26.77	1.21
2500-7499	2	3	50	91	220	366	732	20.24	44,740	19.46	1.64
7500+	1	3	181	327	463	704	1,679	46.42	59,631	25.94	2.82
State*	3	7	277	557	1,070	1,703	3,617	100.00	229,906	100.00	1.57

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Dropout files.

*Figures may not total 100 percent due to rounding.

The dropout rates increased for female and male students from 2005-2006 to 2006-2007 (see Table 118). Males had a higher dropout rate than females in all years shown. In 2006-2007, males represented over 58 percent of total dropouts and over 51 percent of total enrollments in grades 7-12.

Table 118

TOTAL IOWA PUBLIC SCHOOL GRADES 7-12 DROPOUTS BY GENDER 1997-1998, 2005-2006, AND 2006-2007			
	1997-1998	2005-2006	2006-2007
Female Dropout Rate	1.73%	1.29%	1.35%
Male Dropout Rate	2.22%	1.61%	1.79%
Female Dropouts as percent of Total Dropouts	42.94%	43.25%	41.77%
Female Enrollment as percent of Total Enrollment	49.05%	48.74%	48.82%

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Dropout files.

Table 119 presents the public school grade 7-12 dropout and enrollment data by race/ethnicity for 2006-2007. With the exception of the Asian group, the dropout rates were higher for minority groups than for the non-minority. All minorities represented 12 percent of enrollments, but counted for 25 percent of total dropouts in grades 7-12. Overall, the minority dropout rate was 3.26 percent compared to 1.34 percent for non-minority. Asian dropout rate was 1.43 percent in 2006-2007.

Table 119

2006-2007 IOWA PUBLIC SCHOOL GRADES 7-12 DROPOUTS AND ENROLLMENTS BY RACE/ETHNICITY					
Race/Ethnic Group	Dropout Rate	Total Dropouts	% of Total Dropouts	Total Enrollments	% of Total Enrollment
All Minority	3.26%	919	25.40%	28,171	12.25%
African American	3.65	401	11.09	10,986	4.78
American Indian	3.86	54	1.49	1,400	0.61
Asian	1.43	60	1.66	4,188	1.82
Hispanic	3.48	404	11.17	11,597	5.04
White	1.34	2,698	74.59	201,735	87.75
State*	1.57	3,617	100.00	229,906	100.00

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Dropout files.
*Figures may not total 100 percent due to rounding.

More dropout and enrollment data by race/ethnicity are available in Table 120. The white dropouts and enrollments have been decreasing since 1997-1998 while the Hispanic dropout rates and enrollment proportions have doubled and African American dropout rates and enrollment went up significantly during the same time period.

Table 120

**PERCENT OF DROPOUTS AND PERCENT OF ENROLLMENT FOR
IOWA PUBLIC SCHOOL GRADES 7-12 BY RACE/ETHNICITY
1997-1998, 2005-2006, AND 2006-2007**

Race/Ethnic Group	Percent of Dropouts			Percent of Enrollment		
	1997-1998	2005-2006	2006-2007	1997-1998	2005-2006	2006-2007
African American	7.4%	12.4%	11.1%	2.8%	4.6%	4.8%
American Indian	1.2	1.7	1.5	0.4	0.6	0.6
Asian	1.4	1.5	1.7	1.6	1.8	1.8
Hispanic	6.7	12.2	11.2	2.1	4.7	5.0
White	83.3	72.3	74.6	93.1	88.3	87.7

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Dropout files.

*Figures may not total 100 percent due to rounding.

In 2006-2007, 11 Iowa public school districts (3 percent) sent their students in grades 7-12 to other districts through whole-grade sharing agreements. About 24 percent of the districts reported zero dropouts and another 38 percent of the districts had a dropout rate between 0.01 and 1 percent. Only 10 Iowa districts (3 percent) had a dropout rate above 3 percent (see Table 121).

Table 121

**DISTRIBUTION OF GRADES 7-12 DROPOUT RATES
FOR IOWA PUBLIC SCHOOL DISTRICTS 2006-2007**

Dropout Rate	Number of Districts	Percent Districts	Cumulative Percent
NA (No Grades 7-12)	11	3.0%	3.0%
0	89	24.4	27.4
.01-.50	49	13.4	40.8
.51-1.00	91	24.9	65.8
1.01-1.50	53	14.5	80.3
1.51-2.00	30	8.2	88.5
2.01-2.50	18	4.9	93.4
2.51-3.00	14	3.8	97.3
3.01-3.50	3	0.8	98.1
3.51-4.00	3	0.8	98.9
>4.00	4	1.1	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Dropout files.

Note: Dropout rates are combined grades 7-12 dropouts divided by combined grades 7-12 enrollment and expressed as a percent.

High School Graduation Rates

The Iowa Department of Education has started to collect individual student data through Project EASIER for high school seniors on their graduation status and their diploma types since the spring of 2005. The school total graduates by diploma types have been reported on the Basic Educational Data Survey (BEDS) between 1999-2000 and 2003-2004. Before 2000, the district level data were collected through the Spring BEDS.

Since 2003, public high school graduation rate has been one of the indicators for the No Child Left Behind (NCLB) Accountability System. Under the NCLB request, the definition for high school graduates was narrowed down to the regular diploma recipients. They are those students completing unmodified graduation requirements, as well as, those students completing modified graduation requirements due to alternate placement or modification in accordance with a disability.

Other completers are not high school graduates based on the Iowa Consolidated State Application Accountability Workbook. There are about 100 other completers each year in Iowa and many of them are foreign exchange students. Under the current graduation rate model, other completers are neither counted as graduates nor counted as dropouts for the NCLB Act purpose.

The high school graduation rate is calculated by dividing the number of high school regular diploma recipients in a given year by the estimated number of ninth graders four years previous. The estimated ninth grade enrollment is the sum of the number of high school regular diploma recipients in that year and dropouts over the four series year period.

$$GR_i = \frac{G_i}{G_i + D_i + D_{(i-1)} + D_{(i-2)} + D_{(i-3)}}$$

Where:

GR_i is the graduation rate for a given year (i).

G_i is the number of students achieving a regular high school diploma for year i.

D_i is the number of dropouts in grade 12 for year i.

$D_{(i-1)}$ is the number of dropouts in grade 11 for the first previous year (i-1).

$D_{(i-2)}$ is the number of dropouts in grade 10 for the second previous year (i-2).

$D_{(i-3)}$ is the number of dropouts in grade 9 for the third previous year (i-3).

Iowa had a statewide ID system implemented since the summer of 2004. The Iowa Department of Education will be able to calculate and report an actual four-year graduation rate for the graduating class of 2008. Before then, the estimated graduation rates were reported based on the formula above.

In Table 122 and Figure 119, the high school graduation data are presented by gender and state total for graduating classes of 1998 through 2007. The graduation rates increased annually from 1998 to 2007 with the exception of the classes of 2004 and 2007.

Table 122

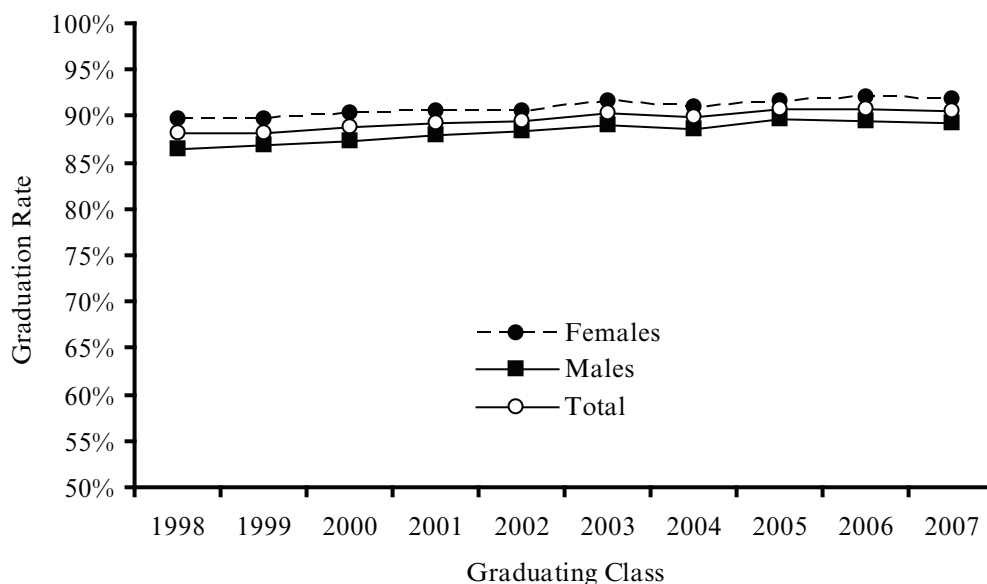
**IOWA PUBLIC HIGH SCHOOL FOUR-YEAR GRADUATION RATES BY GENDER
GRADUATING CLASSES 1998 TO 2007**

Graduating Class	Number of Graduates			Graduation Rate		
	Females	Males	Total	Females	Males	Total
1998	17,156	17,033	34,189	89.7%	86.5%	88.1%
1999	17,095	17,283	34,378	89.7	86.8	88.2
2000	16,966	16,868	33,834	90.3	87.2	88.7
2001	16,871	16,903	33,774	90.5	87.9	89.2
2002	16,850	16,939	33,789	90.6	88.3	89.4
2003	17,235	17,623	34,858	91.7	89.1	90.4
2004	17,080	17,259	34,339	91.0	88.6	89.8
2005	16,585	16,962	33,547	91.7	89.7	90.7
2006	16,845	16,848	33,693	92.1	89.5	90.8
2007	17,050	17,077	34,127	91.8	89.2	90.5

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, and Project EASIER Graduation and Dropout files.

Figure 119

**IOWA PUBLIC HIGH SCHOOL FOUR-YEAR GRADUATION RATES BY GENDER AND
STATE TOTAL GRADUATING CLASSES 1998 TO 2007**



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, High School Completion and Dropout files.

The number of graduates and graduation rates by race/ethnicity are reported in Table 123 for graduating classes 2006 and 2007, along with the data for the class of 1998. Asian and white had the highest graduation rates. The other three minority groups, American Indian, Hispanic, and African American had high school graduation rates below the state averages.

Table 123

**IOWA PUBLIC HIGH SCHOOL GRADUATION RATES BY RACE/ETHNICITY
1998, 2006, AND 2007**

Group	Race/Ethnic		Number of Graduates		Graduation Rate	
	1997-1998	2005-2006	2006-2007	1997-1998	2005-2006	2006-2007
All Minority	1,819	3,042	3,108	73.4%	79.5%	77.6%
African American	696	1,091	1,190	67.6	76.6	74.6
American Indian	84	156	152	62.2	70.6	75.6
Asian	508	695	610	88.0	93.2	91.2
Hispanic	531	1,100	1,156	72.0	75.4	75.1
White	32,370	30,651	31,019	89.1	92.1	92.0
State	34,189	33,693	34,127	88.1	90.8	90.5

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Dropout files.

Table 124 shows the graduation rates by enrollment category. The smaller districts in the four categories with less than 2,500 students had graduation rates always above the state average. On average, the lowest graduation rates were reported in the largest enrollment category for graduating classes 1998, 2006, and 2007.

Table 124

**IOWA PUBLIC HIGH SCHOOL FOUR-YEAR GRADUATION RATES BY ENROLLMENT
CATEGORY GRADUATING CLASSES 1998, 2006, AND 2007**

Enrollment Category	Number of Graduates			Graduation Rates		
	1998	2006	2007	1998	2006	2007
<300	301	571	650	92.3%	96.3%	96.0%
300-599	3,702	3,950	3,961	93.2	96.2	96.2
600-999	6,536	5,313	5,642	93.2	95.9	96.1
1,000-2,499	9,586	9,290	9,359	89.5	92.8	93.0
2,500-7,499	6,477	6,536	6,478	86.1	90.2	90.8
7,500+	7,587	8,033	8,037	81.9	83.4	81.7
State	34,189	33,693	34,127	88.1	90.8	90.5

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Dropout files.

Since 2005, the averaged freshman graduation rates for the 50 United States and the District of Columbia have been estimated and reported by the U.S. Department of Education. The averaged freshman graduation rate is the number of graduates divided by the estimated count of freshman four years earlier. Graduates include only those who earned regular diplomas as defined by the state or district and the counts for freshman are calculated by averaging the number of 10th graders three years earlier, the number of ninth graders four years earlier, and the number of eighth graders five years earlier. Enrollment counts include a proportional distribution of students not enrolled in a specific grade. Table 125 shows the public high school averaged freshman graduation rate by state. In 2005-2006, the averaged freshman graduation rate was 86.9 percent for Iowa and 73.4 percent for the nation. Iowa has the third highest graduation rate in the nation, after Nebraska and Wisconsin, in 2005-2006. Iowa's data shows an upward trend for all years shown. Iowa's graduation rates were at least 10 percentage points higher than the national figures in all years listed.

Table 125

PUBLIC HIGH SCHOOL AVERAGED FRESHMAN GRADUATION RATES BY STATE 2000-2001 TO 2005-2006

State	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	National Rank 2005-2006
Wisconsin	83.3	84.8	85.8		86.7	87.5	1
Nebraska	83.8	83.9	85.2	87.6	87.8	87.0	2
Iowa	82.8	84.1	85.3	85.8	86.6	86.9	3
Minnesota	83.6	83.9	84.8	84.7	85.9	86.2	4
New Jersey	85.4	85.8	87.0	86.3	85.1	84.8	5
South Dakota	77.4	79.0	83.0	83.7	82.3	84.5	6
Vermont	80.2	82.0	83.6	85.4	86.5	82.4	7
North Dakota	85.4	85.0	86.4	86.1	86.3	82.2	8
Montana	80.0	79.8	81.0	80.4	81.5	81.9	9
New Hampshire	77.8	77.8	78.2	78.7	80.1	81.1	10
Missouri	75.5	76.8	78.3	80.4	80.6	81.0	11
Connecticut	77.5	79.7	80.9	80.7	80.9	80.9	12
Idaho	79.6	79.3	81.4	81.5	81.0	80.5	13
Arkansas	73.9	74.8	76.6	76.8	75.7	80.4	14
Maryland	78.7	79.7	79.2	79.5	79.3	79.9	15
Illinois	75.6	77.1	75.9	80.3	79.4	79.7	16
Massachusetts	78.9	77.6	75.7	79.3	78.7	79.5	17
Ohio	76.5	77.5	79.0	81.3	80.2	79.4	18
Kansas	76.5	77.1	76.9	77.9	79.2	78.4	19
Oklahoma	75.8	76.0	76.0	77.0	76.9	77.8	20.5
Rhode Island	73.5	75.7	77.7	75.9	78.4	77.8	20.5
Kentucky	69.8	69.8	71.7	73.0	75.9	77.6	22.5
Utah	81.6	80.5	80.2	83.0	84.4	77.6	22.5
West Virginia	75.9	74.2	75.7	76.9	77.3	76.9	24
Maine	76.4	75.6	76.3	77.6	78.6	76.6	25
Delaware	71.0	69.5	73.0	72.9	73.1	76.3	26
Wyoming	73.4	74.4	73.9	76.0	76.7	76.1	27
Colorado	73.2	74.7	76.4	78.7	76.7	75.5	28.5
Hawaii	68.3	72.1	71.3	72.6	75.1	75.5	28.5
Virginia	77.5	76.7	80.6	79.3	79.6	74.5	30
Michigan	75.4	72.9	74.0	72.5	73.0	73.6	31
Indiana	72.1	73.1	75.5	73.5	73.2	73.4	32.5
Oregon	68.3	71.0	73.7	74.2	74.2	73.4	32.5
United States	71.7	72.6	73.9	75.0	74.7	73.4	N/A
Washington	69.2	72.2	74.2	74.6	75.0	72.9	34
Texas	70.8	73.5	75.5	76.7	74.0	72.5	35
North Carolina	66.5	68.2	70.1	71.4	72.6	71.8	36
Tennessee	59.0	59.6	63.4	66.1	68.5	71.8	37
Arizona	74.2	74.7	75.9	66.8	84.7	70.5	38
California	71.6	72.7	74.1	73.9	74.6	69.9	39
New York	61.5	60.5	60.9		65.3	67.4	40
New Mexico	65.9	67.4	63.1	67.0	65.4	67.3	41
Alaska	68.0	65.9	68.0	67.2	64.1	66.5	42
Alabama	63.7	62.1	64.7	65.0	65.9	66.2	43
Florida	61.2	63.4	66.7	66.4	64.6	63.6	44
Mississippi	59.7	61.2	62.7	62.7	63.3	63.5	45
Georgia	58.7	61.1	60.8	61.2	61.7	62.4	46
Louisiana	63.7	64.4	64.1	69.4	63.9	59.5	47
Nevada	70.0	71.9	72.3	57.4	55.8	55.8	48
Pennsylvania	79.0	80.2	81.7	82.2	82.5	-	N/A
Dist. of Columbia	60.2	68.4	59.6	68.2	68.8	-	N/A
South Carolina	56.5	57.9	59.7	60.6	60.1	-	N/A

Sources: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Public School Graduates and Dropouts from the Common Core of Data: School Year 2005-2006, September of 2008. Public Elementary and Secondary School Student Enrollment, High School Completions, and Staff From the Common Core of Data: School Year 2005-2006. The Condition of Education 2006. U.S. Department of Education, National Center for Education Statistics, The Averaged Freshman Graduation Rate for Public High Schools From the Common Core of Data: School Years 2002-2003 to 2003-2004.

Kindergarten Literacy Assessment

House File 761 requires school districts in Iowa to administer Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or a kindergarten benchmark assessment adopted by the Iowa Department of Education (DE) to every kindergarten student enrolled in the district no later than October 1. This legislation also requires districts to collect information on preschool attendance and other demographic factors of kindergarten students and report this information along with the assessment results to the DE no later than January 1 of the school year. This information was reported to the DE by all districts through Project EASIER beginning in 2006-2007. The DE has approved a list of assessments that can be used to implement the requirements of House File 761; however, a district may administer an assessment that is not on the list as long as it is technically adequate for a kindergarten assessment.

The number and percent of buildings with kindergarten students by the type of assessment administered for 2006-2007 and 2007-2008 are listed in Table 126. Data were collected at the student level through Project EASIER; therefore, it was possible for a building to report multiple assessments. In both years, the highest percent of buildings reported using DIBELS as their assessment — 40.8 percent in 2006-2007 and 50.7 percent in 2007-2008. The percent of buildings using solely an “Other” assessment that was not on the list approved by the DE decreased from 19.2 percent in 2006-2007 to 8.4 percent in 2007-2008.

Table 126

NUMBER AND PERCENT OF IOWA PUBLIC SCHOOL BUILDINGS BY KINDERGARTEN LITERACY ASSESSMENT ADMINISTERED 2006-2007 AND 2007-2008

Assessment	2006-2007		2007-2008	
	Number	Percent	Number	Percent
DIBELS	285	40.8%	349	50.7%
Yopp-Singer + BRI	28	4.0	44	6.4
PAT	66	9.5	82	11.9
Other	134	19.2	58	8.4
Observation Study	3	0.4	25	3.6
DIBELS/Other	141	20.2	74	10.7
DIBELS/Observation Study	1	0.1	1	0.1
Yopp-Singer/DIBELS + BRI/DIBELS	3	0.4	0	0.0
Yopp-Singer/DIBELS/Other + BRI/DIBELS/Other	3	0.4	0	0.0
Yopp-Singer/Other + BRI/Other	4	0.6	3	0.4
Yopp-Singer/PAT + BRI/PAT	10	1.4	6	0.9
Yopp-Singer/PAT/Other + BRI/PAT/Other	1	0.1	0	0.0
PAT/Other	17	2.4	16	2.3
Observation Study/Other	2	0.3	31	4.5
Total	698	100.0	689	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Address and Enrollment files.

Notes: Only includes buildings that reported offering the kindergarten grade level. Does not include district offices that may have reported KLA data. The Yopp-Singer and BRI assessments are considered to be the same assessment and are therefore grouped together in this table.

Table 127 and Figure 120 present the number and percent of public school kindergarten students by assessment taken for 2006-2007 and 2007-2008. The largest decrease was in the percent of students taking an 'Other' assessment, 20.0 percent in 2006-2007 versus 10.4 percent in 2007-2008. The largest increase was in the percent of students being assessed using the Observation Study, 1.5 percent in 2006-2007 compared to 10.4 percent in 2007-2008. The percent of kindergarten students not tested increased from 0.3 percent in 2006-2007 to 1.6 percent in 2007-2008.

Table 127

**NUMBER AND PERCENT OF IOWA PUBLIC SCHOOL KINDERGARTEN STUDENTS BY
KINDERGARTEN LITERACY ASSESSMENT TAKEN 2006-2007 AND 2007-2008**

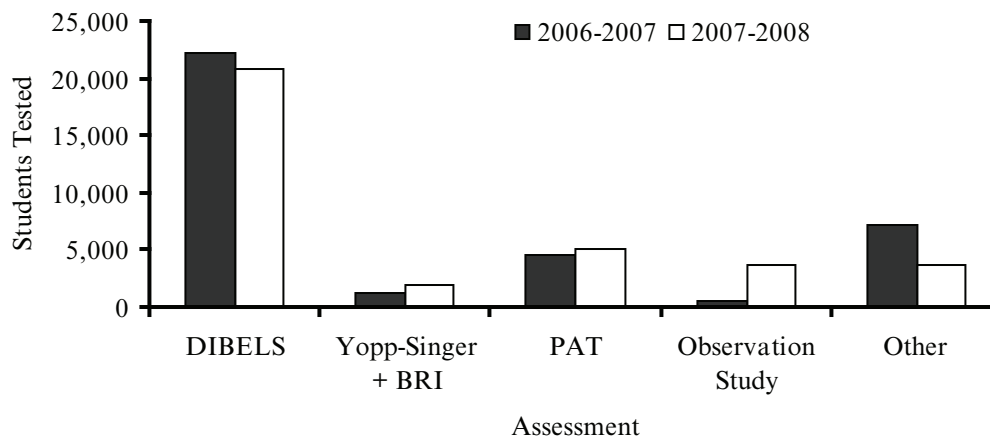
Assessment	2006-2007		2007-2008	
	Number	Percent	Number	Percent
DIBELS	22,185	62.2%	20,868	59.3%
Yopp-Singer + BRI	1,225	3.4	1,994	5.7
PAT	4,588	12.9	5,020	14.3
Observation Study	535	1.5	3,661	10.4
Other	7,151	20.0	3,642	10.4
Total Tested	35,684	100.0	35,185	100.0
Total Students Tested	35,684	99.7	35,185	98.4
Total Not Tested	91	0.3	557	1.6
Total Kindergarten Students	35,775	100.0	35,742	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Address and Enrollment files.

Notes: Only includes students in buildings that reported offering the kindergarten grade level. Does not include students listed at the district level. The Yopp-Singer and BRI assessments are considered to be the same assessment and are therefore grouped together in this table.

Figure 120

**NUMBER OF IOWA PUBLIC SCHOOL KINDERGARTEN STUDENTS BY
KINDERGARTEN LITERACY ASSESSMENT TAKEN 2006-2007 AND 2007-2008**



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Address and Enrollment files.

Notes: Only includes buildings that reported offering the kindergarten grade level. Does not include students listed at the district level. The Yopp-Singer and BRI assessments are considered to be the same assessment and are therefore grouped together in this table.

Kindergarten Literacy Assessment Proficiency

Phonemic awareness is measured differently with each kindergarten literacy assessment. The Initial Sounds Fluency (ISF) subtest for DIBELS measures if children recognize beginning sounds. The Yopp-Singer full test and the BRI phoneme segmentation subtest measure if children can break words into sounds. The PAT subtests measure if children can blend sounds, rhyme, or delete sounds from words.

The number of students assessed and number and percent proficient by assessment for 2006-2007 and 2007-2008 are shown in Table 128. The percent of students who were proficient on the ISF subtest for DIBELS increased from 56.5 percent in 2006-2007 to 59.7 percent in 2007-2008. The number and percent proficient for the BRI, Yopp-Singer, and PAT is based on the number of students who were younger than six on September 15th of the school year. The BRI phoneme segmentation subtest and the Yopp-Singer full test are considered to be the same assessment, thus the results are grouped together. The percent of students that were proficient on the BRI and Yopp-Singer assessments decreased from 6.4 percent in 2006-2007 to 4.5 percent in 2007-2008. There were 201 (16.4 percent) kindergarten students in 2006-2007 and 288 (14.4 percent) kindergarten students in 2007-2008 who were six or older on September 15th of the school year and therefore were not included in the calculation of proficiency for BRI and Yopp-Singer. The percent proficient decreased for all three PAT subtests between 2006-2007 and 2007-2008. The percent proficient decreased from 69.3 percent to 60.1 percent for the blending subtest, from 49.1 percent to 35.8 percent for the deletion subtest, and from 60.5 percent to 57.3 percent for the rhyming subtest. There were 590 (12.9 percent) students in 2006-2007 and 739 (14.7 percent) students in 2007-2008 who were assessed using the PAT assessment and were six or older on September 15th of the school year. The results for these students are not included in the calculation of the percent proficient on the PAT subtests.

Table 128

KINDERGARTEN LITERACY ASSESSMENT NUMBER AND PERCENT PROFICIENT 2006-2007 AND 2007-2008

Assessment	Subtest	Number of Students	2006-2007		2007-2008		
			Number Proficient	Percent Proficient	Number of Students	Number Proficient	Percent Proficient
DIBELS	Initial Sounds Fluency	22,185	12,531	56.5%	20,868	12,450	59.7%
BRI	Phoneme Segmentation	393	42	10.7	1,128	62	5.5
Yopp-Singer	Full Test	631	24	3.8	578	15	2.6
BRI & Yopp-Singer Combined	Phoneme Segmentation & Full Test	1,024	66	6.4	1,706	77	4.5
BRI & Yopp-Singer Combined	Students age ≥ 6	201			288		
PAT	Blending	3,998	2,771	69.3	4,281	2,571	60.1
PAT	Deletion	3,998	1,962	49.1	4,281	1,533	35.8
PAT	Rhyming	3,998	2,418	60.5	4,281	2,454	57.3
PAT	Students age ≥ 6	590			739		

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Address and Enrollment files.

Notes: Only includes buildings that reported offering the kindergarten grade level. Does not include students listed at the district level.

DIBELS: Proficient students are students with a score of 8 or higher.

BRI & Yopp-Singer: Proficient students are those with a score of 15 or higher and age <6. Figures listed include students whose age was less than 6 on September 15, 2007. The Yopp-Singer and BRI assessments are considered to be the same assessment and are therefore grouped together in this table.

PAT: Proficient students are those with a score of 1 or higher for the Blending and Deletion subtests and 8 or higher for the Rhyming subtest and age <6. Figures listed include students whose age was less than 6 on September 15, 2007.

Preschool Attendance

Table 129 and Figure 121 show the number and percent of kindergarten students who attended preschool in 2006-2007 and 2007-2008. The percent of kindergarten students who attended preschool increased slightly from 65.0 percent in 2006-2007 to 66.0 percent in 2007-2008.

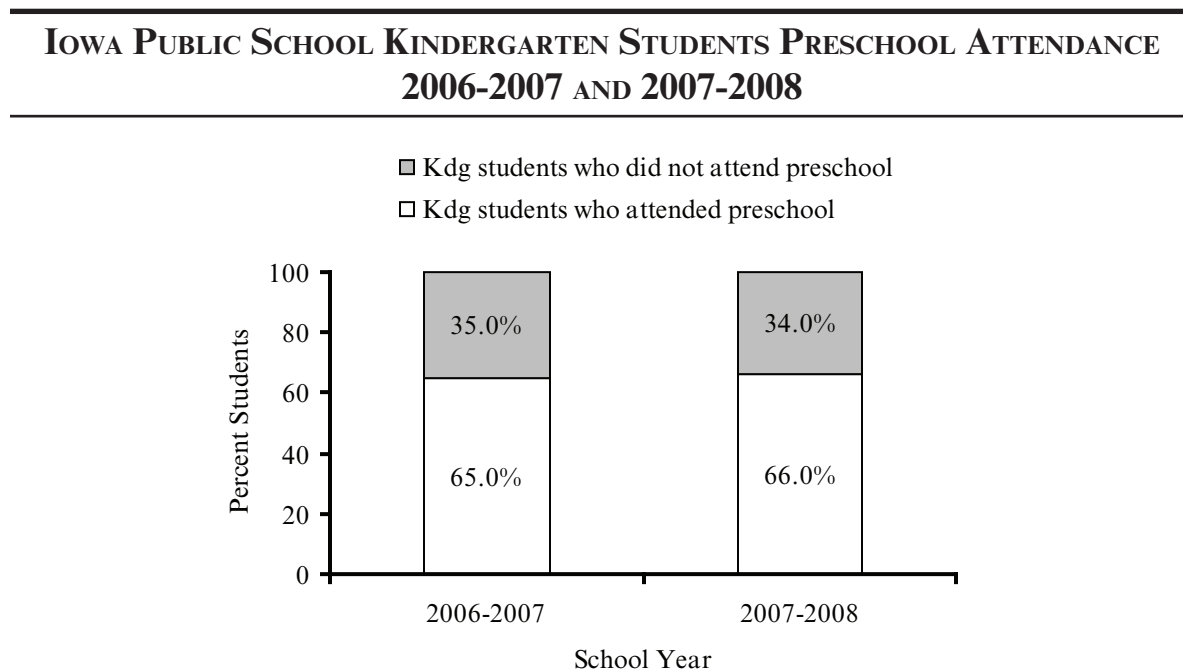
Table 129

IOWA PUBLIC SCHOOL KINDERGARTEN STUDENTS PRESCHOOL ATTENDANCE 2006-2007 AND 2007-2008				
	2006-2007		2007-2008	
	Number	Percent	Number	Percent
Kindergarten students who attended preschool	23,241	65.0%	23,600	66.0%
Kindergarten students who did not attend preschool	12,534	35.0	12,142	34.0
Total kindergarten students	35,775	100.0	35,742	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Address and Enrollment files.

Notes: Only includes buildings that reported offering the kindergarten grade level. Does not include students listed at the district level.

Figure 121



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Address and Enrollment files.

Notes: Only includes buildings that reported offering the kindergarten grade level. Does not include students listed at the district level.

Suspensions and Expulsions

In-school suspensions, out-of-school suspensions, and expulsions can be given to students because of incidents that occur on school property. Prior to the 2005-2006 school year, suspensions and expulsions were reported at the building level. Starting in 2005-2006, these data are collected at the student level. Due to this change in method and level of collection, data prior to 2005-2006 are not directly comparable to more recent data.

During the 2007-2008 school year, there were more than 49,000 in-school suspensions given to more than 29,000 unique students. This indicates that some students received multiple in-school suspensions during the school year. An in-school suspension is defined as an “administrative removal of a student from regular classes or activities for disciplinary reasons, unless the removal is for more than 10 days, in which case, school board action is required. Saturday school does not count as an in-school suspension”. School district personnel were instructed to report all in-school suspensions regardless of their length. Therefore, an in-school suspension lasting as little as one period of the day is included in this data, as long as the removal was initiated and/or approved by building or district administration. In 2007-2008, in-school suspensions were most often given for attendance policy violations, disruptive behavior, and “other” types of incidents (Table 130).

Table 130

IN-SCHOOL SUSPENSIONS BY REASON FOR REMOVAL 2006-2007 AND 2007-2008

Reason for Removal	2006-2007 School Year			2007-2008 School Year		
	Removals	Percent of Removals	Distinct Students	Removals	Percent of Removals	Distinct Students
Administrative Law	210	0.5%	160	501	1.0%	403
Alcohol Related	108	0.3	105	56	0.1	56
Attendance Policy Violation	13,051	32.1	6,327	15,705	31.8	7,558
Both Drugs and Alcohol	3	0.0	3	6	0.0	6
Disruptive Behavior	9,398	23.1	5,618	13,693	27.7	8,120
Drug Related	164	0.4	153	193	0.4	168
Physical Fighting	3,269	8.0	2,843	3,541	7.2	3,073
Property Related	515	1.3	485	807	1.6	760
Violent Behavior	482	1.2	428	586	1.2	530
Weapons Related	137	0.3	132	169	0.3	167
Other	13,324	32.8	7,296	14,126	28.6	8,480
Total	40,661	100.0	23,550	49,383	100.0	29,321

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Unilateral Removal Archive files.

Note: In-school suspensions were not collected until the 2006-2007 school year.

During the 2007-2008 school year, there were more than 28,000 out-of-school suspensions given to more than 21,000 unique students. This indicates that some students received multiple out-of-school suspensions during the school year. An out-of-school suspension is defined as an “administrative removal of a student from regular classes or activities for disciplinary reasons, unless the removal is for more than 10 days, in which case, school board action is required. Saturday school does not count as an out-of-school suspension.” During an in-school suspension, the student continues to be under the supervision of school district personnel, while during an out-of-school suspension, the student is not under the supervision of school district personnel. Again, school district personnel were instructed to report all out-of-school suspensions regardless of their length. In 2007-2008, out-of-school suspensions were most often given for disruptive behavior, physical fighting, and “other” types of incidents (Table 131).

Table 131

**OUT-OF-SCHOOL SUSPENSIONS BY REASON FOR REMOVAL
FOR 2005-2006, 2006-2007, AND 2007-2008**

Reason for Removal	2005-2006 School Year			2006-2007 School Year			2007-2008 School Year		
	Removals	% of Removals	Distinct Students	Removals	% of Removals	Distinct Students	Removals	% of Removals	Distinct Students
Administrative Law	126	0.4%	111	133	0.5%	123	355	1.2%	329
Alcohol Related	387	1.3	383	403	1.4	393	346	1.2	340
Attendance Policy Violation	N/A	--	N/A	1,915	6.6	1,272	1,676	5.9	1,209
Both Drugs and Alcohol	52	0.2	49	79	0.3	76	27	0.1	27
Disruptive Behavior	N/A	--	N/A	8,934	30.6	5,629	9,931	34.9	6,321
Drug Related	870	3.0	817	883	3.0	825	949	3.3	886
Physical Fighting	6,052	21.1	4,964	6,624	22.7	5,549	6,342	22.3	5,302
Property Related	N/A	--	N/A	678	2.3	642	725	2.6	694
Violent Behavior	N/A	--	N/A	1,129	3.9	980	1,112	3.9	914
Weapons Related	604	2.1	579	602	2.1	580	599	2.1	576
Other	20,611	71.8	12,331	7,793	26.7	5,545	6,353	22.4	4,740
Total	28,702	100.0%	19,234	29,173	100.0%	21,614	28,415	100.0	21,338

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Unilateral Removal Archive files.

Note: Attendance policy violations, disruptive behavior, property related and violent behavior incidents were not collected until the 2006-2007 school year.

Finally, during the 2007-2008 school year, there were more than 150 expulsions given to students across the state. An expulsion is defined as “school board action resulting in the removal of a student ‘from the rolls’ of a district (unless the student has an IEP and requires continuing services) for disciplinary reasons.” If the length of a student expulsion is greater than the remaining number of days in the current school year and the student returns to the district the following school year, district personnel are instructed to report the expulsion in both school years. In 2007-2008, expulsions were most often given as a result of drug related, weapons related, and “other” types of incidents (Table 132).

Table 132

EXPULSIONS BY REASON FOR REMOVAL FOR 2005-2006, 2006-2007, AND 2007-2008

Reason for Removal	2005-2006 School Year		2006-2007 School Year		2007-2008 School Year	
	Removals	% of Removals	Removals	% of Removals	Removals	% of Removals
Administrative Law	1	0.6%	5	3.6%	1	0.6%
Alcohol Related	5	3.2	4	2.9	2	1.3
Attendance Policy Violation	N/A	--	1	0.7	10	6.4
Both Drugs and Alcohol	1	0.6	2	1.4	0	0.0
Disruptive Behavior	N/A	--	7	5.0	13	8.3
Drug Related	55	35.5	61	43.9	55	35.3
Physical Fighting	12	7.7	6	4.3	6	3.8
Property Related	N/A	--	8	5.8	12	7.7
Violent Behavior	N/A	--	10	7.2	11	7.1
Weapons Related	23	14.8	21	15.1	30	19.2
Other	58	37.4	14	10.1	16	10.3
Total	155	100.0	139	100.0	156	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Unilateral Removal Archive files.

Note: Attendance policy violations, disruptive behavior, property related and violent behavior incidents were not collected until the 2006-2007 school year.

When removals are examined by students' race/ethnicity, white students receive the largest percent of removals each year followed by African American students. In both years of data, the percent of removals involving African American students is disproportionately high compared to the percent of African American students in the total state enrollment (see Table 133). On the other hand, the percent of suspensions and expulsions involving white students is disproportionately low compared to the percent of white students in the total state enrollment. The percent of removals for American Indian, Asian, and Hispanic students is similar to their percent of the total state enrollment.

Table 133

REMOVALS BY RACE/ETHNICITY FOR 2006-2007 AND 2007-2008						
Race/Ethnicity	2006-2007 School Year			2007-2008 School Year		
	Total Removals	Percent of Removals	% of PK-12 Students	Total Removals	Percent of Removals	% of PK-12 Students
African American	15,171	21.7%	5.3%	17,428	22.4%	5.7%
American Indian	656	0.9	0.6	790	1.0	0.6
Asian	678	1.0	2.0	772	1.0	2.1
Hispanic	5,719	8.2	6.2	7,543	9.7	6.5
White	47,749	68.2	85.9	51,421	66.0	85.1
Total	69,973	100.0	100.0	77,954	100.0	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Unilateral Removal Archive files.

Note: In-school suspensions were not collected until the 2006-2007 school year.

When removals are examined by grade span, high school students (grades 9-12) receive the largest proportion of removals in the state, followed by students in grades 6-8 (Table 134). In 2007-2008, students in grades 6-12 received 91.5 percent of the removals in the state, but only accounted for approximately 54 percent of the total student population in the state.

Table 134

REMOVALS BY GRADE SPAN FOR 2006-2007 AND 2007-2008						
Grade Span	2006-2007 School Year			2007-2008 School Year		
	Total Removals	Percent of Removals	% of PK-12 Students	Total Removals	Percent of Removals	% of PK-12 Students
PK - 2	1,999	2.9%	23.9%	1,957	2.5%	24.7%
3 - 5	4,190	6.0	21.3	4,628	5.9	21.4
6 - 8	24,283	34.7	22.3	27,693	35.5	21.8
9 - 12	39,501	56.5	32.5	43,676	56.0	32.1
Total	69,973	100.0	100.0	77,954	100.0	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Unilateral Removal Archive files.

Note: In-school suspensions were not collected until the 2006-2007 school year.

When removals are examined by district size, students in the largest schools districts (7,500 or more students) receive the largest percent of removals, followed by students in districts with 2,500 to 7,499 students (Table 135). The students in larger districts receive removals at a rate disproportionate to their percent of the total state enrollment. In 2007-2008, districts with 2,500 or more students account for 48 percent of the student population in the state, but they give 69 percent of the removals in the state. Conversely, districts with less than 600 account for 13 percent of the student population in the state, but they only give 6 percent of the removals.

Table 135

REMOVALS BY DISTRICT ENROLLMENT CATEGORY FOR 2006-2007 AND 2007-2008						
Enrollment Category	2006-2007 School Year			2007-2008 School Year		
	Total Removals	% of Removals	% of PK-12 Students	Total Removals	% of Removals	% of PK-12 Students
Less than 300	505	0.7%	2.3%	759	1.0%	2.4%
300 to 599	3,423	4.9	10.2	3,829	4.9	10.5
600 to 999	4,957	7.1	14.4	5,194	6.7	13.6
1,000 to 2,499	14,059	20.1	25.7	14,739	18.9	25.1
2,500 to 7,499	16,540	23.6	20.2	17,239	22.1	19.5
7,500 or more	30,489	43.6	27.1	36,194	46.4	28.7
Total	69,973	100.0	100.0	77,954	100.0	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Unilateral Removal Archive files.

Special Education

Iowa's Special Education Data

Iowa's educational system is defined by the strong working relationship between the local school districts and Area Education Agencies (AEAs). Local Education Agencies (LEAs) provide the instructional program and AEAs provide support services.

Districts define how services will be organized and provided as they ensure a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) and define the general education curriculum addressed in each student's individualized education plan. In addition, the LEAs have administrative control of the local special education programs including the manner in which special education instructional services are provided. This promotes local accountability for student participation in assessments and the establishment of school district goals for needed improvement

AEAs were created in order to provide equity in the provision of programs and services across counties or merged areas. One key difference between Iowa's AEA system and intermediate units in other states is that Iowa's AEAs are mandatory. It is also mandatory that each local school district be assigned to an area education agency that will provide the services the school district needs. Iowa is the only state in the country that has this tightly structured system. The AEAs carry special education compliance responsibilities and the charge to provide the services needed by the local school districts. Their primary role is provision of special education support services to individuals under the age of 21 years requiring special education and related services, media services to all children through grade 12, and other educational services to pupils and education staff. The AEAs define the system used to locate and identify students suspected of having disabilities and provide the personnel to conduct evaluation activities in collaboration with LEAs.

The information provided in this section reflects program information for special education as provided by AEAs and LEAs.

Least Restrictive Environment

The Least Restrictive Environment (LRE) is defined as the educational setting where a child/student with disabilities can receive a free appropriate public education (FAPE) designed to meet his or her education needs while being educated with children/students without disabilities in the regular educational environment to the maximum extent appropriate.

Least Restrictive Environment for Children Ages 3-5

For children/students ages 3-5 with disabilities in Iowa the LRE has been defined as "early childhood setting e.g., typical preschool; home; and part-time early childhood program and part-time early childhood special education setting (preschool program for children/students with disabilities only)" (Table 136).

Table 136

PERCENT OF CHILDREN/STUDENTS AGES 3-5 BEING SERVED IN THE LEAST RESTRICTIVE ENVIRONMENT 1999-2000 TO 2006-2007	
School Year	Percent of Children Served in LRE (Ages 3-5)
1999-2000	43.72%
2000-2001	45.35
2001-2002	47.47
2002-2003	47.02
2003-2004	47.54
2004-2005	42.00
2005-2006	42.00
2006-2007	47.10

Source: Iowa's Information Management System (IMS).

Trend data indicate a decline in the percent of children/students across seven years but a reversal of that declining trend for the 2006-2007 time period. The Iowa Department of Education, Area Education Agencies, and stakeholders have set a target of 75 percent of students with disabilities ages 3-5 to be served in the LRE by 2010-2011.

Least Restrictive Environment for Students Ages 6-21

For students ages 6-21 with disabilities, the LRE has been defined as the percentage of students who receive special education instruction and/or services in the general education environment with nondisabled peers. Historically this has been defined as the percentage of students receiving their special education and/or services in the general education environment for at least 80 percent of the school day.

Table 137

PERCENT OF STUDENTS AGES 6-21 BEING SERVED IN THE LEAST RESTRICTIVE ENVIRONMENT 1999-2000 TO 2006-2007	
School Year	Percent of Children Served in LRE (Ages 6-21)
1999-2000	46.29%
2000-2001	45.15
2001-2002	44.20
2002-2003	43.70
2003-2004	44.17
2004-2005	44.35
2005-2006	49.00
2006-2007	55.05

Source: Iowa's Information Management System (IMS).

Trend data indicate a decline in the percent of children/students through 2002-2003 but a significant increase thereafter. The Iowa Department of Education, Area Education Agencies, and stakeholders have set a target of 75 percent of students with disabilities ages 6-21 to be served in the LRE by 2010-2011 (Table 137).

Discipline Information

Suspension and expulsion information is determined by comparing the rate of suspension/expulsion for students with disabilities in each district to the state average rate of suspension/expulsion for students with disabilities. Districts exceeding the state average by 2 percent or more are determined to have a significant discrepancy in suspensions/expulsions of students with disabilities.

Based on the project EASIER data, 11 districts, or 3.01 percent of Iowa's districts, were identified as having a significant discrepancy of 2 percent above the state average of 1.05 percent in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year during the 2006-2007 school year. The Iowa Department of Education, AEAs, and stakeholders have set a target of 1.5 percent or fewer districts being identified as having a significant discrepancy of 2 percent above the state average in the rates of suspensions and expulsions of students with IEPs for greater than 10 days in a school year.

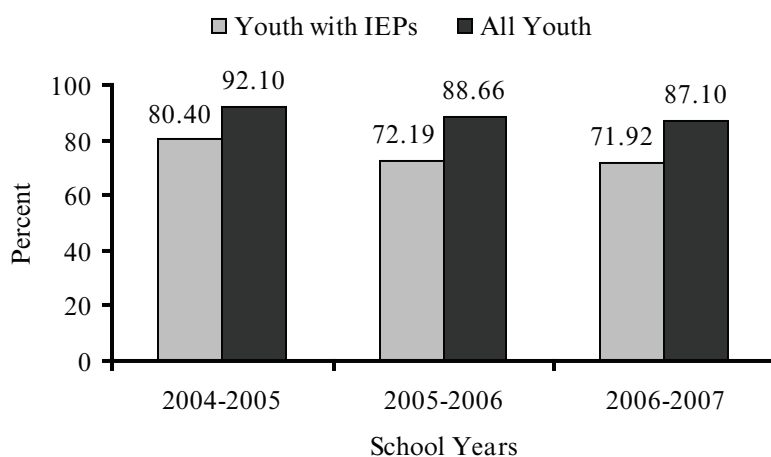
Graduation Information

The 2006-2007 graduation rate was determined by dividing the number of students with IEPs (from Project EASIER) in 12th grade that received a regular diploma by the number of students with IEPs in 12th grade. That result was compared to the result of dividing the number of students without IEPs in 12th grade receiving a regular diploma by the total number of 12th graders without IEPs.

Figure 122 provides graduation data as the percent of youth with IEPs graduating from high school with a regular diploma and the percent of all youth in the state graduating with a regular diploma.

Figure 122

PERCENT OF YOUTH WITH IEPs AND PERCENT OF ALL YOUTH GRADUATING WITH REGULAR DIPLOMAS 2004-2005 TO 2006-2007



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER data.

The gap between percent of youth with IEPs who graduate with a regular high school diploma and the percent of all youth graduating with a regular diploma is 15.08 percent, or 87.10 minus 71.92. The Iowa Department of Education, AEAs, and many other stakeholders have set a target as the gap between the percent of youth with IEPs graduating high school with a regular diploma and the percent of all youth graduating high school with a regular diploma in the Iowa will be no greater than 9.20 percent by 2010-2011 school year.

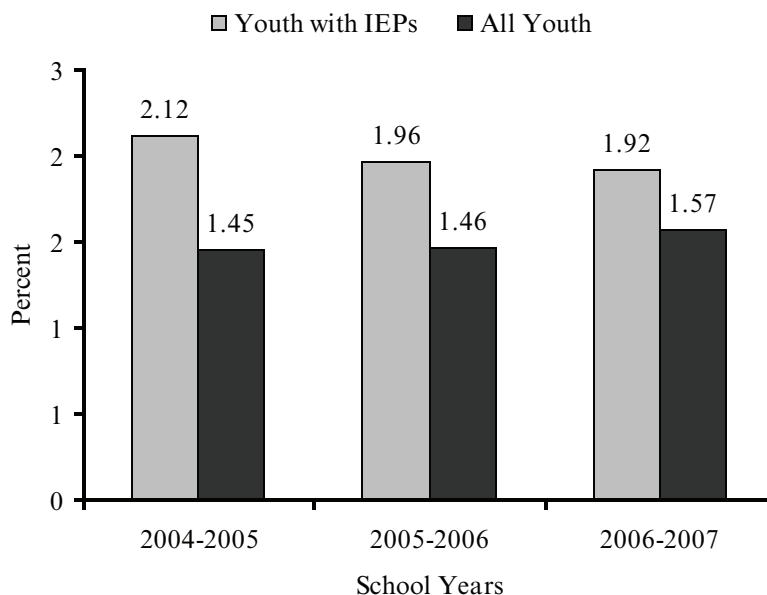
Dropout Information

The 2006-2007 dropout rate for students with IEPs was calculated by dividing the number of dropouts in grades 7-12 with IEPs by the number of students enrolled in grades 7-12 with IEPs. This result was compared to the dropout rate for the students without IEPs. Information is for public school districts only and for grades 7-12.

Figure 123 provides dropout data as the percent of youth with IEPs dropped out of school and the percent of all youth in the state dropped out of school in grades 7-12.

Figure 123

**PERCENT OF YOUTH WITH IEPs AND PERCENT OF ALL YOUTH DROPPING OUT
OF SCHOOL 2004-2005 TO 2006-2007**



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER data.

The percent of youth with IEPs who drop out of high school compared to the percent of all youth dropping out of high school is 0.35 percent, or 1.92 minus 1.57. The Iowa Department of Education, Area Education Agencies, and stakeholders have set a target as the gap between the percent of youth with IEPs dropping out of high school and the percent of all youth in Iowa dropping out of high school will be no greater than 0.50 percent by the 2010-2011 school year.

FINANCE

The finance chapter includes budget information pertaining to revenues, property taxes, state aid, and income surtax at the state level and by enrollment category in some cases. The data contained in this chapter are the most current at the time of preparation of this report. The 2006-2007 Certified Annual Financial Report from the Iowa Department of Education, the 2008-2009 Iowa Department of Management Aid and Levy worksheet database, and the Program and Budget Summary document from the Legislative Services Agency, Fiscal Services Division are the sources for the data included in this chapter. Information pertaining to expenditures is included and detailed by functions and objects. In most cases, the 1997-1998 school year is used as the base year for comparison purposes.

Function Category Expenditures

Function categories are broken out by instruction, student support services, staff support services, administrative and central services, operations and maintenance, student transportation, other support services, food services subsidy, and community service and education.

Table 138 shows the breakdown of function category expenditures as a percent of general fund expenditures. The percents by function category did not change significantly between 2005-2006 and 2006-2007. Between 1997-1998 and 2006-2007, the percent of general fund expenditures for administration and central services increased from 10.5 percent to 11.0 percent. The percent of general fund expenditures for the other function categories remained about the same between 1997-1998 and 2006-2007.

Table 138

FUNCTION CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS 1997-1998, 2005-2006, AND 2006-2007			
Function Category	1997-1998	2005-2006	2006-2007
Instruction	68.6%	68.9%	69.1%
Student Support Services	3.8	3.4	3.4
Staff Support Services	3.9	3.6	3.5
Administration & Central Services	10.5	10.9	11.0
Operations and Maintenance	9.1	9.0	8.9
Student Transportation	3.8	4.0	4.0
Food Services Subsidy	0.1	0.0	0.0
Comm Service & Education	0.2	0.1	0.1

Source: Iowa Department of Education, Division of School Support and Information, Certified Annual Financial Reports.
Note: Figures may not total 100 percent due to rounding.

The 2006-2007 function category expenditures as a percent of total general fund expenditures by enrollment category are presented in Table 139. Approximately 69 percent of general fund expenditures were for instruction in all but, the smallest enrollment category (<300 student). In the smallest enrollment category instruction accounted for 70.0 percent of the general fund expenditures. The largest range was 2.6 percentage points in the student support function category. The largest enrollment category had 4.3 percent for student services and the smallest enrollment category had 1.7 percent for student services.

Table 139

FUNCTION CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 2006-2007

Function Category	< 300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State Total
Instruction	70.0%	69.2%	68.9%	69.2%	69.0%	69.0%	69.1%
Student Support Services	1.7	2.3	2.7	3.1	3.8	4.3	3.4
Staff Support Services	2.6	2.8	3.2	3.8	3.8	3.4	3.5
Administration & Central Services	12.5	12.2	11.4	10.7%	10.7	10.6	11.0
Operations & Maintenance	7.8	8.4	8.6	9.0	8.9	9.3	8.9
Student Transportation	4.9	5.1	5.0	4.1	3.7	3.1	4.0
Community Service & Ed	0.5	0.0	0.1	0.1	0.1	0.2	0.1

Source: Iowa Department of Education, Division of School Support and Information, Certified Annual Financial Reports.

Note: Figures may not total 100 percent due to rounding.

Object Category Expenditures

Object category expenditures for school districts include salaries, benefits, purchased services, supplies, property, and other expenditures. The detail of object category expenditures as a percent of general fund expenditures is shown in Table 140. The breakdown of object category expenditures remained about the same between 2005-2006 and 2006-2007. Salaries and benefits combined as a percentage of general fund expenditures increased slightly from 80.3 percent in 1997-1998 to 80.8 percent in 2006-2007.

Table 140

OBJECT CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS 1997-1998, 2005-2006, AND 2006-2007

Object Category	1997-1998	2005-2006	2006-2007
Salaries	64.8%	62.7%	62.7%
Benefits	15.5	18.1	18.1
Purchased Services	9.8	10.6	10.8
Supplies	6.5	7.0	6.7
Property	3.0	1.3	1.3
Other Objects	0.4	0.3	0.4

Source: Iowa Department of Education, Division of School Support and Information, Certified Annual Financial Reports.

Note: Property includes expenditures for the initial, additional, and replacement items of equipment, vehicles, and furniture.

The object category expenditures as a percentage of general fund expenditures by enrollment category for 2006-2007 are shown in Table 141. Purchased services as a percentage of general fund expenditures are higher in the smaller enrollment categories. The highest percent for purchased services was 24.4 percent in the smallest enrollment category (<300 students). The lowest percent for purchased services was 9.4 percent in the 1,000-2,499 and 2,500-7,499 enrollment categories. The higher percent spent on purchased services in the smaller enrollment categories could be due to the cost of purchasing instructional and administrative services associated with whole-grade sharing. The percent of general fund expenditures spent on salaries and benefits combined ranged from 66.5 percent in the smallest enrollment category (<300 students) to 83.3 percent in the largest enrollment category (7,500+ students).

Table 141

OBJECT CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 2006-2007							
Object Category	300	300-599	600-999	1,000- 2,499	2,500- 7,499	7,500+	State Totals
Salaries	52.3%	60.4%	60.8%	63.9%	64.8%	62.9%	62.7%
Benefits	14.2	16.4	17.2	17.6	17.8	20.4	18.1
Purchased Services	24.4	13.6	12.4	9.4	9.4	9.8	10.8
Supplies	7.5	7.8	7.6	7.1	6.4	5.6	6.7
Property	1.0	1.2	1.4	1.5	1.3	1.1	1.3
Other Objects	0.6	0.6	0.6	0.4	0.3	0.2	0.4

Source: Iowa Department of Education, Division of School Support and Information, Certified Annual Financial Reports.
Note: Figures may not total 100 percent due to rounding.

Revenues

Public school districts in Iowa receive general fund revenues from a variety of different sources, including, local property taxes, local income surtaxes, other local, interagency, intermediate, state foundation aid (school aid), other state aid, federal aid, and other financing sources. State programs including educational excellence, school improvement, class size reduction, and the student achievement/educator quality program make up the other state aid. Total local taxes include local property tax and local income surtax.

Table 142 and Figure 124 show the revenues by source as a percent of total general fund revenues in 1997-1998, 2005-2006 and 2006-2007. The percent breakdown remained about the same between 2005-2006 and 2006-2007. State foundation aid as a percent of total fund revenues remained at about 50.0 percent in 2006-2007. Between 1997-1998 and 2006-2007, the interagency percent increased from 3.6 percent to 5.0 percent and the federal sources percent increased from 2.7 percent to 4.3 percent. State foundation aid as a percent of total fund revenues decreased from 53.1 percent in 2005-2006 to 49.3 percent in 2006-2007.

Table 142

REVENUES BY SOURCE AS A PERCENT OF TOTAL GENERAL FUND REVENUES IN IOWA PUBLIC SCHOOLS 1997-1998, 2005-2006, AND 2006-2007

Source of Revenue	1997-1998	2005-2006	2006-2007
Local taxes	32.6%	32.9%	33.0%
Interagency	3.6	4.6	5.0
Other Local Sources	2.5	2.7	2.6
Intermediate Sources	0.2	0.0	0.1
State Foundation Aid	53.1	49.8	49.3
Other State Sources	5.1	4.9	5.5
Federal Sources	2.7	4.8	4.3
Other Financing Sources	0.3	0.3	0.2

Source: Iowa Department of Education, Division of School Support and Information, Certified Annual Financial Reports.

Notes: Interagency includes revenues from services provided to other LEAs such as tuition, transportation services, and other purchased services.

Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities, and counties.

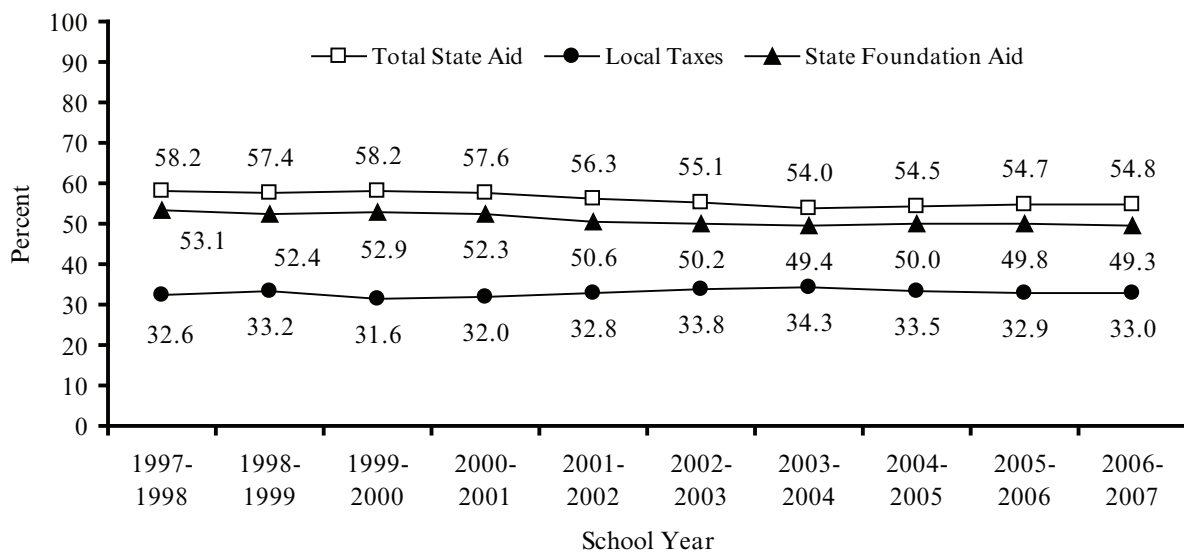
Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees.

Other financing sources include the proceeds from long-term debt such as loans, capital leases, and insurance settlements for loss of fixed assets.

Totals may not equal 100 percent due to rounding.

Figure 124

PERCENT OF TOTAL GENERAL FUND REVENUES FROM LOCAL TAXES, STATE FOUNDATION AID AND TOTAL STATE AID IN IOWA PUBLIC SCHOOLS 1997-1998 TO 2006-2007



Source: Iowa Department of Education, Division of School Support and Information, Certified Annual Financial Reports.

Revenues by source as a percent of total general fund revenues by enrollment category for 2006-2007 are shown in Table 143. The smallest enrollment category (<300 students) had the largest percent of revenues from local taxes (38.1 percent) and the smallest percent of revenues from state foundation aid (36.9 percent). The 1,000-2,499 enrollment category had the smallest percent of revenues from local taxes (30.3 percent) and the highest percent of revenues from state foundation aid (51.7 percent).

Table 143

**REVENUES BY SOURCE AS A PERCENT OF TOTAL GENERAL FUND REVENUES
IN IOWA PUBLIC SCHOOLS 2006-2007**

Enrollment Category	< 300	300 - 599	600 - 999	1,000- 2,499	2,500- 7,499	7,500 +	State Total
Local Taxes	38.1%	34.5%	33.9%	30.3%	33.9%	33.0%	33.0%
Interagency	10.2	7.6	6.3	5.7	4.3	2.8	5.0
Other Local Sources	2.8	2.5	2.5	2.4	2.6	2.9	2.6
Intermediate Sources	0.1	0.1	0.0	0.1	0.1	0.0	0.1
State Foundation Aid	36.9	45.3	47.7	51.7	50.4	50.1	49.3
Other State Sources	6.3	6.0	5.7	5.5	5.2	5.5	5.5
Federal Sources	5.4	4.0	3.6	4.0	3.4	5.5	4.3
Other Financing Sources	0.4	0.1	0.2	0.3	0.2	0.2	0.2

Source: Iowa Department of Education, Division of School Support and Information, Certified Annual Financial Reports.

Notes: Interagency includes revenues from services provided to other LEAs such as tuition, transportation services, and other purchased services.

Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities, and counties.

Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees.

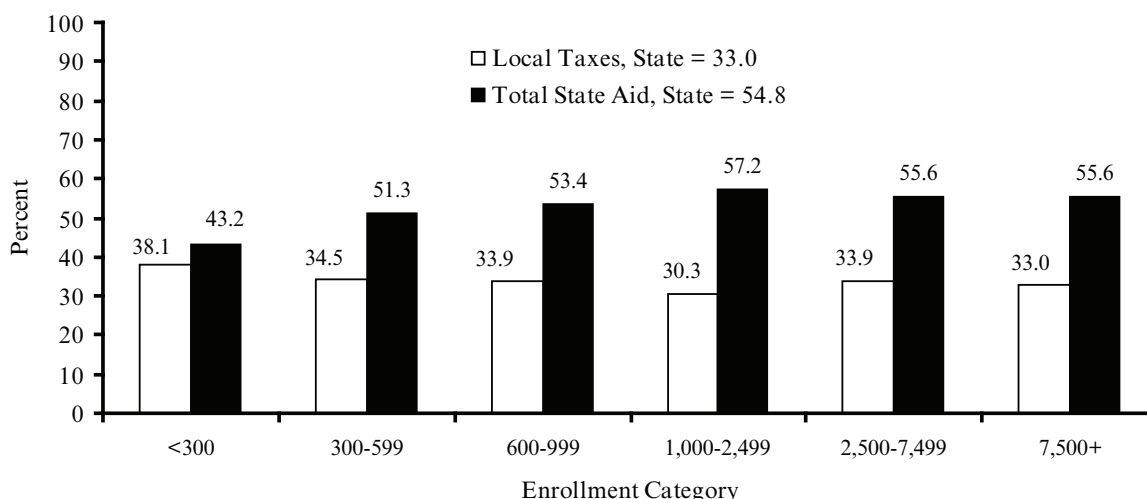
Other financing sources include the proceeds from long-term debt such as loans, capital leases, and insurance settlements for loss of fixed assets.

Totals may not equal 100 percent due to rounding.

Figure 125 displays the percentage of total state aid (state foundation aid and other state aid) and local taxes as a percentage of total general fund revenues by enrollment category for 2006-2007. Every enrollment category receives a higher percentage of revenues through total state aid than through local taxes. The 1,000-2,499 enrollment category had the largest percentage point difference between state aid and local taxes revenues, 26.9 percent. The smallest enrollment category (<300) had the smallest percentage point difference between state aid and local taxes revenues, 5.1 percent.

Figure 125

**PERCENT OF TOTAL GENERAL FUND REVENUES FROM LOCAL TAXES AND TOTAL
STATE AID IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 2006-2007**



Source: Iowa Department of Education, Division of School Support and Information, Certified Annual Financial Reports.

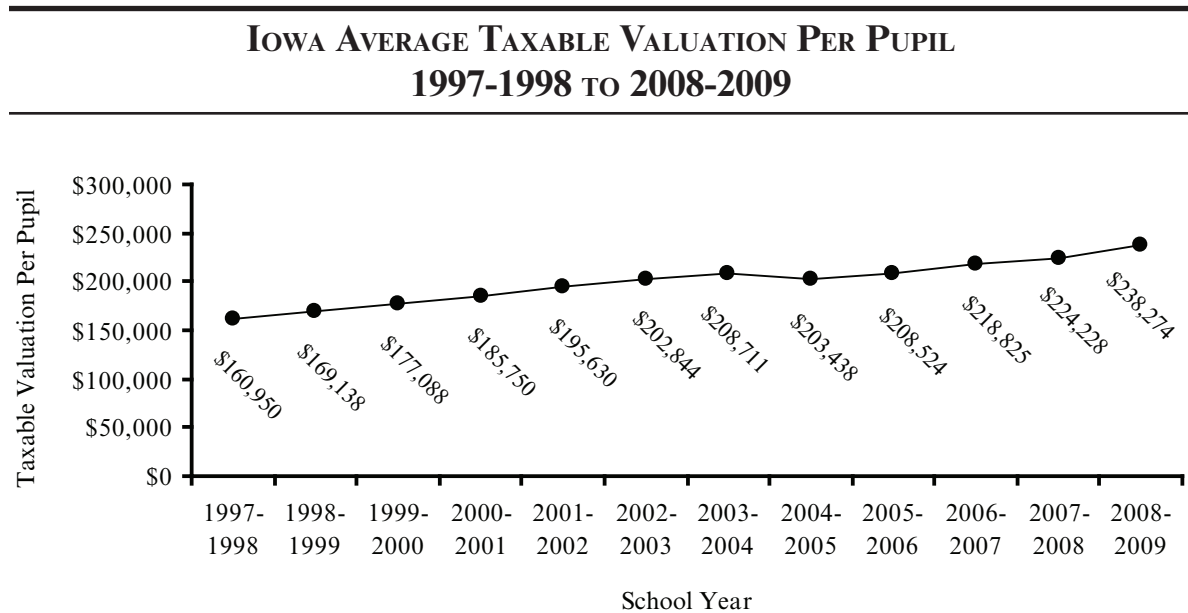
Taxable Valuation

Taxable valuation represents the adjusted-equalized value of real property. The state of Iowa has 112 assessing jurisdictions and the property in each of these jurisdictions is equalized by the state through the Department of Revenue every two years. Assessments are adjusted for classes of property to actual values, except for agriculture land values that are based on productivity. Adjustments are based on investigations and appraisals done by the state and on assessments/sales ratio studies. The agriculture land use productivity formula is based on agriculture prices and expenses. An adjustment is ordered by the state if reported valuation is more than 5 percent above or below those determined by the state. Taxes are assessed against equalized property values and the rates are expressed per \$1,000 of valuation.

The taxable valuation in a school district is used to determine the amount of state aid the school district will receive. All school districts are required to levy a uniform rate of \$5.40 per \$1,000 taxable valuation through the Iowa school foundation formula. State aid is provided to adjust for the differing amount of revenue raised in each district. The primary factor in determining the property tax rates in a school district is the relative property wealth.

Figure 126 shows the average taxable valuation per pupil for 1997-1998 to 2008-2009. The average value per pupil was \$238,274 in 2008-2009, an increase of 6.3 percent from 2007-2008.

Figure 126



Source: Iowa Department of Management, School Budget Master files.

Note: Per pupil amounts are based on budget enrollments.

Table 144 lists the average taxable valuations per pupil by enrollment category for 1997-1998 and 2005-2006 to 2008-2009. In 2008-2009, the 1,000-2,499 (\$216,182), 2,500-7,499 (\$236,962), and 7,500+ (\$229,420) enrollment categories had average per pupil valuations that were below the state average. The average taxable valuation per pupil increased by 48.3 percent between 1997-1998 and 2008-2009. The taxable valuation per pupil increased because of increases in valuation as well as decreases in enrollment.

Table 144

**IOWA AVERAGE TAXABLE VALUATION PER PUPIL BY ENROLLMENT CATEGORY
1997-1998 AND 2005-2006 TO 2008-2009**

Enrollment Category	School Year				
	1997-1998	2005-2006	2006-2007	2007-2008	2008-2009
<300	\$225,173	\$291,891	\$306,333	\$310,487	\$347,781
300-599	189,238	228,434	244,343	253,812	274,386
600-999	172,854	220,422	234,994	237,038	253,067
1,000-2,499	151,944	191,153	197,623	204,149	216,182
2,500-7,499	148,747	209,972	219,655	224,057	236,962
7,500+	155,558	203,316	213,038	218,015	229,420
State	160,697	208,524	218,825	224,228	238,274

Source: Iowa Department of Management, School Budget Master files.

Note: Per pupil amounts are based on budget enrollments.

The minimum and maximum per pupil valuations by enrollment category are presented in Table 145 for 1997-1998 and 2005-2006 to 2008-2009. In 2008-2009 the range between the minimum and maximum net taxable valuation per pupil was \$804,211, with the minimum of \$122,993 in the 1,000-2,499 enrollment category and the maximum of \$927,204 in the 600-999 enrollment category.

Table 145

**NET TAXABLE VALUATIONS PER BUDGET ENROLLMENT
1997-1998 AND 2005-2006 TO 2008-2009**

Enrollment Category	1997-1998		2005-2006		2006-2007		2007-2008		2008-2009	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
<300	\$123,160	\$422,627	\$140,767	\$541,433	\$149,100	\$575,681	\$153,985	\$634,369	\$189,055	\$750,773
300-599	75,937	388,259	111,117	415,991	114,877	464,745	120,485	489,822	134,512	524,381
600-999	27,550	364,342	131,422	585,643	135,955	704,682	135,069	732,323	143,114	927,204
1,000-2,499	83,703	344,286	117,433	402,930	119,908	507,293	115,411	480,070	122,993	588,761
2,500-7,499	96,584	280,508	116,559	403,364	123,494	423,562	125,630	430,250	139,429	428,189
7,500+	97,231	288,074	126,948	380,310	132,179	400,070	133,528	411,315	135,318	426,758
State	27,550	422,627	111,117	585,643	114,877	704,862	115,411	732,323	122,993	927,204

Source: Iowa Department of Management, School Budget Master files.

Note: Enrollment categories determined by budget enrollment rather than certified enrollment.

Expenditures Per Pupil

The general fund expenditures per pupil include expenditures for instruction, student support services, administration, operation and maintenance, student transportation, and central support. Expenditures per pupil are calculated by dividing the total general fund expenditures by the certified enrollment. The per pupil calculation does not include expenditures for community service, adult education, nonpublic education, co-curricular activities, financial support for food services programs, area education agency revenues from other school districts and area education agencies for services sold.

Table 146 shows the average general fund expenditures per pupil by enrollment category for 1997-1998, 2005-2006 and 2006-2007. In all years presented, the smallest enrollment category (<300 students) had the largest average general fund per pupil expenditures. The 2,500-7,499 enrollment category had the smallest average general fund per pupil expenditures in 2005-2006 and 2006-2007. The 1,000-2,499 enrollment category had the smallest general fund per pupil expenditures in 1997-1998. The state average general fund per pupil expenditures increased by 5.0 percent between 2005-2006 and 2006-2007.

Table 146

AVERAGE GENERAL FUND PER PUPIL EXPENDITURES FOR IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 1997-1998, 2005-2006, AND 2006-2007			
Enrollment Category	1997-1998	2005-2006	2006-2007
< 300	\$5,605	\$8,140	\$8,540
300-599	5,106	7,230	7,577
600-999	4,988	7,091	7,429
1,000-2,499	4,881	6,876	7,255
2,500-7,499	5,055	6,850	7,184
7,500+	5,461	7,653	8,025
State	5,119	7,176	7,537

Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment and Certified Annual Financial Reports.

Table 147 and Figure 127 show Iowa, other Midwest states, and national averages of per pupil expenditures for 1997-1998, 2005-2006, and 2006-2007. The data were reported and estimated by National Education Association (NEA). Iowa ranked 41st in the Nation and last among the Midwest states in 2006-2007.

Table 147

IOWA AND MIDWEST STATES PUBLIC SCHOOL AVERAGE TOTAL CURRENT EXPENDITURES PER PUPIL 1997-1998, 2005-2006, AND 2006-2007

State/Nation	1997-1998*		2005-2006**		2006-2007**	
	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank
Nation	6,154	---	9,100	---	9,557	---
Iowa	5,424	34	7,807	39	8,141	41
Illinois	5,779	30	9,456	21	10,404	16
Indiana	6,077	21	8,935	23	9,330	23
Kansas	5,644	29	8,373	32	8,804	30
Michigan	7,159	13	9,880	17	10,209	19
Minnesota	6,638	14	9,675	20	10,143	20
Missouri	5,230	41	7,840	38	8,170	40
Nebraska	5,399	31	7,900	37	8,309	37
North Dakota	4,189	49	7,807	40	8,228	39
Ohio	6,147	18	10,034	14	10,563	13
South Dakota	5,020	45	7,911	36	8,237	38
Wisconsin	6,901	8	9,965	15	10,432	14

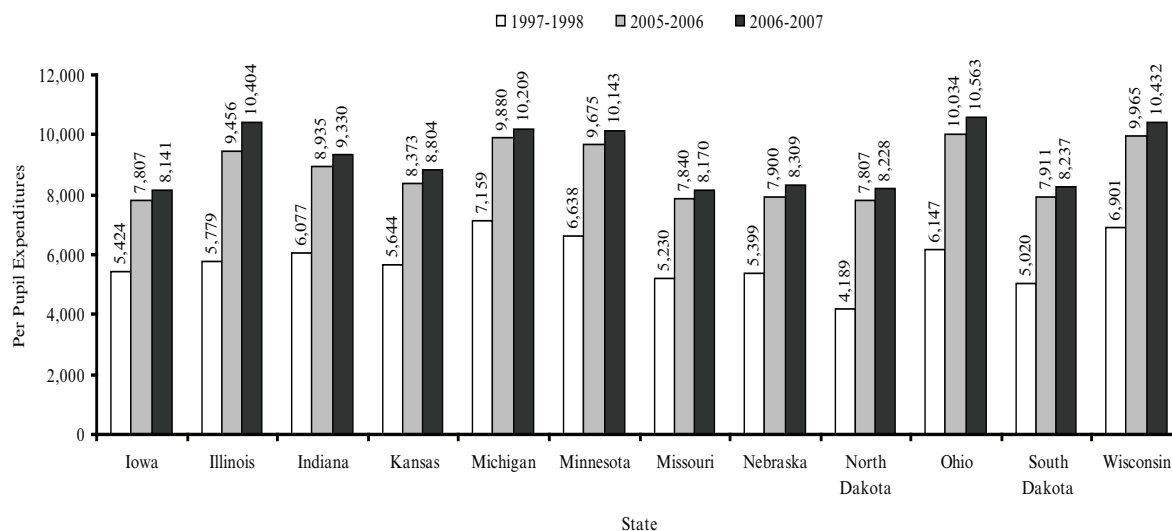
Source: *National Education Association, Quarterly Update, A Preliminary Report of School Statistics, Spring 1999.

** National Education Association (NEA), Rankings of the States and Estimates of School Statistics

Note: 2005-2006 figures are revised by NEA; 2006-2007 figures are estimated by NEA.

Figure 127

IOWA AND MIDWEST STATES PUBLIC SCHOOL AVERAGE PER PUPIL EXPENDITURES 1997-1998, 2005-2006, AND 2006-2007



Source: National Education Association, Ranking of the States and Estimates of School Statistics.

State Aid

The state aid numbers in this section include School Foundation Aid, Educational Excellence, Instructional Support, Class Size Reduction, Early Intervention, and Student Achievement/Educator Quality. School districts receive state aid through appropriations made from the state's general fund each year. Certain programs have been added or removed in recent years. For example, funding for the Student Achievement/Educator Quality program was initiated in 2001-2002. In 2002-2003, funding for the Technology/School Improvement program ended. In 2003-2004, funding for Phase III of Educational Excellence was discontinued. School foundation aid law changes in 1996-1997 and 1999-2000 also impacted state aid amounts. In 1996-1997, the state foundation level was increased from 83.0 percent to 87.5 percent and in 1999-2000 the special education foundation level increased from 79.0 percent to 87.5 percent. The foundation level changes did not increase school district budgets, but did increase the amount of state aid and lowered the amount of property tax.

The General Fund appropriations and initial state aid to school districts for multiple years are shown in Table 148. In the 2008-2009 school year (fiscal year 2009), the General Assembly initially appropriated about \$6.1 billion and initial state aid to districts was about \$2.6 billion or 42.1 percent of the general fund appropriations. State aid to districts accounted for 60.3 percent (\$166.8 million) of the \$276.8 million increase in total general fund appropriations between 2007-2008 and 2008-2009.

Table 148

TOTAL IOWA GOVERNMENT APPROPRIATIONS (IN MILLIONS)						
1982-1983, 1987-1988, 1992-1993, AND 1997-1998 TO 2008-2009						
Year	Initial State Aid to Districts	Initial General Fund Appropriations	Initial Percent Spent on Education	Final State Aid to Districts	Final General Fund Appropriation	Final Percent Spent on Education
2008-2009	\$ 2,584.0	\$ 6,133.1	42.1%	Not currently available		
2007-2008	2,417.2	5,856.3	41.3	Not currently available		
2006-2007	2,252.8	5,296.5	42.7	\$ 2,251.5	\$ 5,392.9	41.7%
2005-2006	2,131.5	4,938.6	43.2	2,131.9	5,031.7	42.4
2004-2005	2,025.6	4,464.2	45.4	2,025.7	4,606.2	44.0
2003-2004	1,963.5	4,513.6	43.5	1,919.4	4,500.5	42.6
2002-2003	1,935.7	4,509.9	42.9	1,935.7	4,534.4	42.7
2001-2002	1,978.3	4,873.7	40.6	1,899.1	4,607.1	41.2
2000-2001	1,893.1	4,880.1	38.8	1,897.4	4,886.9	38.8
1999-2000	1,840.3	4,786.6	38.4			
1998-1999	1,739.7	4,522.0	38.5			
1997-1998	1,686.0	4,359.9	38.7			
1992-1993	1,273.1	3,394.3	37.5			
1987-1988	905.7	2,422.3	37.4			
1982-1983	642.3	1,870.9	34.3			

Source: Legislative Services Agency, Fiscal Bureau, Session Fiscal Report, and Fiscal Tracking Report.

Note: Includes school foundation aid, educational excellence, instructional support, technology/school improvement, class size reduction/school improvement, and teacher quality/compensation appropriations.

Property Taxes

The state foundation aid is combined with the uniform (\$5.40/\$1,000 of taxable valuation) and additional levies to fund the school aid formula for school districts. Along with the uniform and additional levies, school districts may levy other local taxes. The uniform levy, the additional levy, the instructional support levy, and the educational improvement levy are property taxes that are included in the school district's general fund. Other school district property taxes for specified purposes that are not included in the general fund are the management levy, the regular physical plant and equipment levy (PPEL), the voter approved physical plant and equipment levy (VPPEL), the public education and recreation levy (PERL) and the debt services levy.

Table 149 lists information on general fund property tax rates, management fund property tax rates, regular and voter-approved physical plant and equipment levy tax rates, the public education and recreation levy (PERL) tax rates, and debt service levy tax rates.

All districts levy the general fund property tax. In 2008-2009, the two largest enrollment categories (2,500-7,499 and 7,500+) had average general fund property tax rates above the state average of \$12.4395.

The management levy rate has no restrictions. However, the purpose for which proceeds may be used is restricted to paying tort claims, insurance premiums (except health insurance), unemployment benefits, and the cost of retirement benefits. In 2008-2009, 357 (98.6 percent) of the 362 districts levy for the management fund. The state average management fund property tax rate was \$0.9293. The 1,000-2,499, 2,600-7,499, and 7,500+ enrollment categories had average tax rates above the state average.

School boards may approve a regular physical plant and equipment levy (PPEL) up to \$0.33 per \$1,000 of taxable valuation. They may also request voter approval to increase the levy up to an additional \$1.34 per \$1,000 taxable valuation for a maximum PPEL rate of \$1.67 per \$1,000 of taxable valuation. About 93 percent (336) of the districts levied the PPEL and about 69 percent (248) of the districts levied the voter-approved PPEL in 2008-2009. The three largest enrollment categories (1,000-2,499, 2,500-7,499, and 7,500+) had average voter-approved PPEL tax rates that were above the state average.

The Public Education and Recreation Levy (PERL) also referred to as the playground levy must be approved by voters within the school district and funds from PERL must be used for the purchase of playgrounds and recreational facilities and for the costs of community education. The maximum rate for the PERL is \$0.135 per \$1,000 of taxable valuation. Of the 362 districts in the state, 18 (5.0 percent) levied for PERL in 2008-2009.

Usage of the debt service levy is tied to passage of a bond issue, which requires the approval of 60 percent of the electorate within the school district. There were 207 (57.2 percent) districts using the debt service levy in 2008-2009. The 300-599 and 2,500-7,499 enrollment categories had average debt service levies that were higher than the state average in 2008-2009.

Table 149

**PROPERTY TAX RATES AND NUMBER OF DISTRICTS WITH LEVIES
BY ENROLLMENT CATEGORY 2008-2009**

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Number of Districts	51	111	88	80	22	10	362
Number of Districts with General Fund Levy	51	111	88	80	22	10	362
Average Tax Rate with General Fund Levy	11.5005	11.4586	11.7098	12.0538	12.7534	13.4657	12.4395
Number of Districts with Management Fund Levy	50	110	86	79	22	10	357
Percent of Districts with Management Fund Levy	98.0%	99.1%	97.7%	98.8%	100.0%	100.0%	98.6%
Average Management Levy Tax Rate	0.8178	0.8360	0.9150	0.9314	0.8934	1.0141	0.9293
Number of Districts with Regular PPEL Levy	47	105	83	71	20	10	336
Percent of Districts with Regular PPEL Levy	92.2%	94.6%	94.3%	88.8%	90.9%	100.0%	92.8%
Average Regular PPEL Tax Rate	0.33	0.33	0.33	0.33	0.33	0.32	0.33
Number of Districts with Voter-Approved PPEL Levy	33	72	57	60	17	9	248
Percent of Districts with Voter-Approved PPEL Levy	64.7%	64.9%	64.8%	75.0%	77.3%	90.0%	68.5%
Average Voter-Approved PPEL Tax Rate	0.6437	0.6781	0.6660	0.6569	1.0027	0.9138	0.8184
Number of Districts with PERL Levy	3	4	5	1	3	2	18
Percent of Districts with PERL Levy	5.9%	3.6%	5.7%	1.3%	13.6%	20.0%	5.0%
Average PERL Tax Rate	0.1350	0.1350	0.1350	0.1350	0.1350	0.1350	0.1350
Number of Districts with Debt Services Levy	15	62	54	58	13	5	207
Percent of Districts with Debt Services Levy	29.4%	55.9%	61.4%	72.5%	59.1%	50.0%	57.2%
Average Debt Services Tax Rate	1.4588	1.8125	1.5833	1.5046	2.1673	1.0607	1.6023

Source: Iowa Department of Management, Master Budget files.

Notes: PPEL means Physical Plant and Equipment Levy.

Average Tax Rate per \$1,000 Valuation.

GF means General Fund.

Voter-Approved Physical Plant and Equipment Levy includes the 67.5 Cert Schoolhouse Levy that has expired.

The total taxes and property tax amounts per pupil for the general fund, management fund, regular PPEL, voter-approved PPEL, PERL and debt service levies for 2008-2009 are presented in Table 150.

The smallest enrollment category (<300 students) had the highest average general fund amount per pupil, \$4,317, and the 1,000-2,499 enrollment category had the lowest average general fund amount per pupil, \$2,780. The 1,000-2,499 and 2,500-7,499 enrollment categories had average management fund amounts per pupil that were less than the state average, \$221.

The PPEL generated about \$37.8 million with an average of \$84 per pupil for the districts that used PPEL in 2008-2009. Districts in all but the two largest enrollment categories used income surtax to fund the voter-approved PPEL in 2008-2009. The voter-approved PPEL generated about \$88.1 million with an average of \$237 per pupil for the districts that used voter-approved PPEL.

About \$2.0 million was generated from PERL in 2008-2009. The average per pupil levied PERL was \$32. The 1,000-2,499 and 2,500-7,499 enrollment categories had average per pupil amounts that were lower than the state average (Table 150).

Table 150

**TOTAL PROPERTY TAXES AND AVERAGE PROPERTY TAX PER PUPIL
BY ENROLLMENT CATEGORY 2008-2009**

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts	51	111	88	80	22	10	362
% of Districts with General Fund Levy	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
General Fund PT	\$44,437,643	\$159,532,176	\$194,630,331	\$315,454,033	\$283,691,125	\$426,782,973	\$1,424,528,281
Gen. Fund Income Surtax	\$3,524,544	\$11,916,411	\$16,198,654	\$21,087,239	\$8,441,840	\$15,210,598	\$76,379,286
Total GF Tax	\$47,962,187	\$171,448,587	\$210,828,985	\$336,541,272	\$292,132,965	\$441,993,571	\$1,500,907,567
Average Total General Fund Tax Per Pupil	\$4,317	\$3,379	\$3,210	\$2,780	\$3,112	\$3,199	\$3,123
% of Districts with Management Fund Levy	98.0%	99.1%	97.7%	98.8%	100.0%	100.0%	98.6%
Management Fund PT	\$3,127,300	\$11,524,511	\$14,871,208	\$24,096,305	\$19,872,299	\$32,141,988	\$105,633,611
Average Management Fund PT Per Pupil	\$284	\$230	\$231	\$201	\$212	\$233	\$221
Percent of Districts with Regular PPEL Levy	92.2%	94.6%	94.3%	88.8%	90.9%	100.0%	92.8%
Regular PPEL PT	\$1,186,408	\$4,416,622	\$5,395,412	\$8,185,678	\$7,453,826	\$11,122,065	\$37,760,001
Average Regular PPEL Property Tax Per Pupil	\$115	\$92	\$87	\$76	\$87	\$81	\$84
Percent of Districts with Voter-Approved PPEL Levy	64.7%	64.9%	64.8%	75.0%	77.3%	90.0%	68.5%
Voter-Approved PPEL PT	\$1,710,023	\$6,173,517	\$7,108,719	\$13,620,092	\$19,856,118	\$29,416,798	\$77,885,267
Voter-Approved PPEL Income Surtax	\$357,535	\$2,063,788	\$2,603,412	\$5,208,472	\$0	\$0	\$10,233,207
Total Voter-Approved PPEL Tax	\$2,067,558	\$8,237,305	\$9,712,131	\$18,828,564	\$19,856,118	\$29,416,798	\$88,118,474
Average Total Voter-Approved PPEL Tax Per Pupil	\$279	\$255	\$231	\$208	\$264	\$237	\$237
Percent of Districts with PERL Levy	5.9%	3.6%	5.7%	1.3%	13.6%	20.0%	5.0%
PERL Property Tax	\$28,748	\$73,060	\$122,166	\$28,826	\$427,239	\$1,310,254	\$1,990,293
Average PERL PT Per Pupil	\$40	\$37	\$36	\$28	\$29	\$33	\$32
Percent of Districts with Debt Services Levy	29.4%	55.9%	61.4%	72.5%	59.1%	50.0%	57.2%
Debt Services PT	\$1,613,673	\$13,820,692	\$15,699,062	\$30,632,348	\$32,850,958	\$15,328,667	\$109,945,400
Average Debt Services PT Per Pupil	\$482	\$476	\$386	\$353	\$591	\$298	\$420

Source: Iowa Department of Management, Master Budget files.

Notes: PPEL means Physical Plant and Equipment Levy.

Average Tax Rate per \$1,000 Valuation.

PT means Property Tax.

Voter-Approved Physical Plant and Equipment Levy includes the 67.5 Cert Schoolhouse Levy that has expired.

The debt service levy generated about \$109.9 million in 2008-2009. The largest enrollment category (7,500+) had the lowest per pupil debt service levy, \$298. The 2,500-7,499 enrollment category had the highest per pupil debt service levy, \$591.

Income Surtaxes

Information on income surtax usage by enrollment category for 1997-1998 and 2005-2006 to 2008-2009 is shown in Table 151. The percent of districts with income surtax increased from 57.9 percent in 1997-1998 to 82.0 percent in 2008-2009. The surtax per budget enrollment was \$305 in 2008-2009.

Table 151

NUMBER AND PERCENT OF DISTRICTS WITH INCOME SURTAXES, SURTAX PER PUPIL, AND AVERAGE SURTAX RATES BY ENROLLMENT CATEGORY 1997-1998 AND 2005-2006 TO 2008-2009							
	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2008-2009 School Year							
Number of Districts with Surtaxes	47	92	80	66	9	3	297
Percent of Districts with Surtaxes	92.2%	82.9%	90.9%	82.5%	40.9%	30.0%	82.0%
Surtaxes Per Budget Enrollment	375	336	316	275	253	351	305
Average Income Surtax Rate	11.12	9.36	8.05	6.39	4.75	5.65	6.78
2007-2008 School Year							
Number of Districts with Surtaxes	46	90	85	66	8	3	298
Percent of Districts with Surtaxes	92.0%	82.6%	91.4%	81.5%	36.4%	33.3%	81.9%
Surtaxes Per Budget Enrollment	338	313	286	250	226	333	280
Average Income Surtax Rate	11.76	9.55	7.94	6.31	4.62	5.65	6.77
2006-2007 School Year							
Number of Districts with Surtaxes	44	90	81	64	8	3	290
Percent of Districts with Surtaxes	93.6%	81.1%	87.1%	78.1%	34.8%	33.3%	79.5%
Surtaxes Per Budget Enrollment	322	293	279	241	199	317	267
Average Income Surtax Rate	11.40	9.72	8.20	6.40	4.37	5.65	6.82
2005-2006 School Year							
Number of Districts with Surtaxes	41	92	82	64	7	3	289
Percent of Districts with Surtaxes	91.1%	82.9%	84.5%	79.0%	31.8%	33.3%	79.2%
Surtaxes Per Budget Enrollment	281	264	254	219	190	270	241
Average Income Surtax Rate	11.15	9.67	8.21	6.37	4.36	5.21	6.71
1997-1998 School Year							
Number of Districts with Surtaxes	28	78	62	42	6	3	219
Percent of Districts with Surtaxes	87.5%	69.6%	53.0%	50.6%	24.0%	33.3%	57.9%
Surtaxes Per Budget Enrollment	198	176	163	141	128	161	156
Average Income Surtax Rate	11.35	8.53	7.11	5.09	3.90	3.56	5.32

Source: Iowa Department of Management, Master Budget files.

Notes: Enrollment categories determined by budget enrollments.

Surtaxes include Asbestos, Educational Improvement, Instructional Support, Voter-Approved Physical Plant, and Equipment Levy.

Instructional Support

Instructional support is a program that provides additional funding to a district. It must be approved through board action or referendum. It may be imposed for up to 10 years if it is approved through a referendum and up to five years through board resolution. A district's budget may be increased by up to 10 percent of the district's regular program cost through the instructional support program. State aid funds a portion of the program and the remaining portion of the program is funded through a property tax and income surtax, if approved, once the program is enacted.

Table 152 and Figure 128 show the revenue sources and amounts for the instructional support program for 2008-2009 and previous years. The state aid for instructional support was frozen at \$14.8 million for 1992-1993 through 2003-2004. The state aid amount was reduced to \$14.5 million in 2003-2004 due to a 2.25 percent across-the-board reduction in fiscal year (FY) 2004. In FY 2005, the state aid amount was set at \$14.4 million and remained unchanged up to FY 2009. For all years presented in Table 152 about 50 percent of the funding for the instructional support program came from property taxes. Income surtax accounted for about 40 percent of the funding in all years presented except 1997-1998. In 1997-1998, income surtax accounted for 34.0 percent of the instructional support funding.

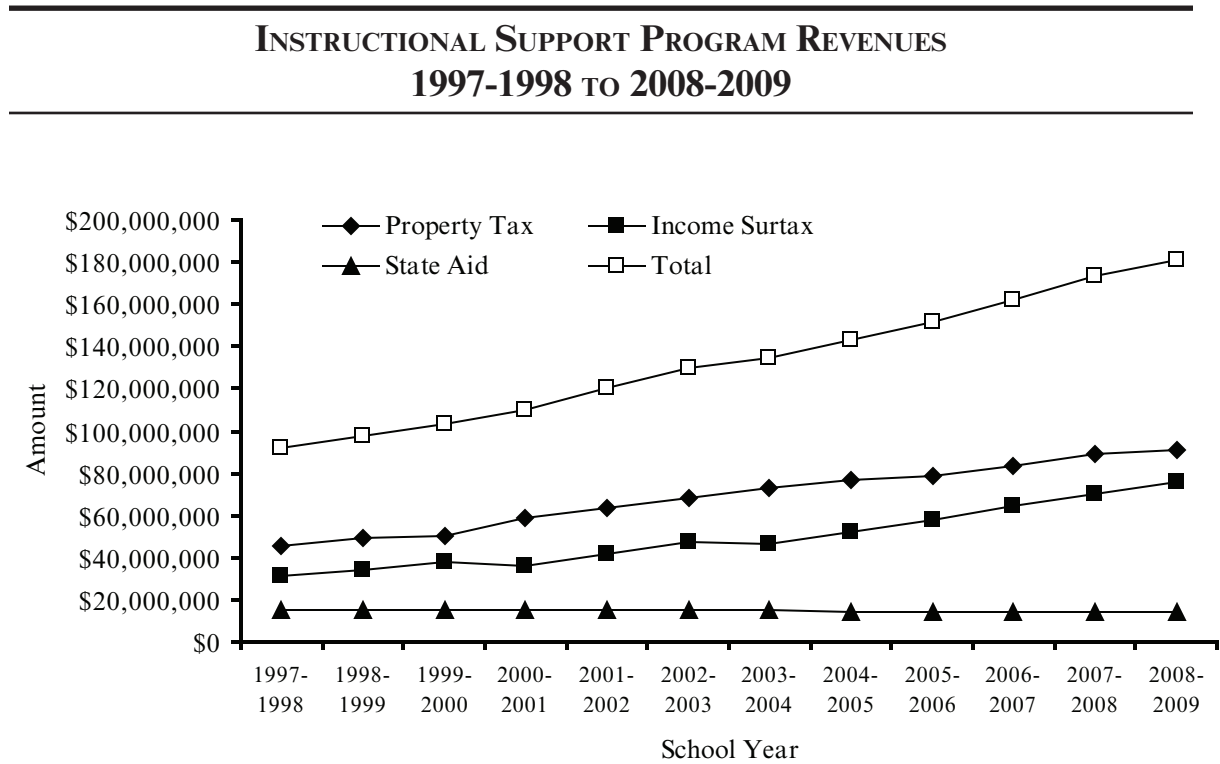
Table 152

INSTRUCTIONAL SUPPORT PROGRAM BY REVENUE SOURCE PROPERTY TAX, INCOME SURTAX, AND STATE AID 1997-1998 AND 2005-2006 TO 2008-2009

School Year	Property Tax	Percent Property Tax	Income Surtax	Percent Income Surtax	State Aid	Percent State Aid	Total
2008-2009	\$90,661,220	50.0%	\$76,228,604	42.0%	\$14,428,246	8.0%	\$181,318,070
2007-2008	88,698,609	51.2	70,068,454	40.5	14,428,264	8.3	173,195,327
2006-2007	83,259,000	51.3	64,699,884	39.8	14,428,268	8.9	162,387,152
2005-2006	79,069,172	52.3	57,824,212	38.2	14,428,238	9.5	151,321,622
1997-1998	45,836,922	49.9	31,175,860	34.0	14,814,132	16.1	91,826,984

Source: Iowa Department of Management, Master Budget files.

Figure 128



Source: Department of Management, Annual Aid and Levy Worksheets.

Table 153 presents a historical look at the number of districts with an instructional support program by enrollment category. The percent of districts with an instructional support program increased from 68.0 percent in 1997-1998 to 93.6 percent in 2008-2009. All of the districts in the smallest (<300) and largest (7,500+) enrollment categories had an instructional support program in 2008-2009.

Table 153

INSTRUCTIONAL SUPPORT PROGRAM BY ENROLLMENT CATEGORY 1997-1998 AND 2005-2006 TO 2008-2009

	Enrollment Category						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2008-2009 School Year							
Number of Districts	51	111	88	80	22	10	362
Number of Districts with Instructional Support	51	105	84	69	20	10	339
Percent of Districts with Instructional Support	100.0%	94.6%	95.5%	86.3%	90.9%	100.0%	93.6%
2007-2008 School Year							
Number of Districts	50	109	93	81	22	9	364
Number of Districts with Instructional Support	50	103	89	69	20	9	340
Percent of Districts with Instructional Support	100.0%	94.5%	95.7%	85.2%	90.9%	100.0%	93.4%
2006-2007 School Year							
Number of Districts	47	111	93	82	23	9	365
Number of Districts with Instructional Support	47	101	87	69	21	9	334
Percent of Districts with Instructional Support	100.0%	91.0%	93.5%	84.1%	91.3%	100.0%	91.5%
2005-2006 School Year							
Number of Districts	45	111	97	81	22	9	365
Number of Districts with Instructional Support	45	100	88	66	20	9	328
Percent of Districts with Instructional Support	100.0%	90.1%	90.7%	81.5%	90.9%	100.0%	89.9%
1997-1998 School Year							
Number of Districts	32	112	117	83	25	9	378
Number of Districts with Instructional Support	29	90	67	48	15	8	257
Percent of Districts with Instructional Support	90.6%	80.4%	57.3%	57.8%	60.0%	88.9%	68.0%

Source: Iowa Department of Management, Master Budget files.

Note: Enrollment categories determined by budget enrollment.

Budget Adjustment

The budget adjustment (formerly known as the budget guarantee) is part of the Iowa school aid formula. Enrollment changes from the previous year and the allowable growth rate set by the General Assembly each year are used to determine whether or not a school district may qualify to receive the budget adjustment. Districts may receive, as a budget adjustment, the greater of a scale down adjustment or 101 percent adjustment. The scale down adjustment compares regular program funding for the current year to the level of funding a district received in FY 2004. The scale down adjustment will be completely eliminated in FY 2014. The 101 percent adjustment guarantees a district's regular program cost will equal at least 101 percent of the previous year's regular program cost.

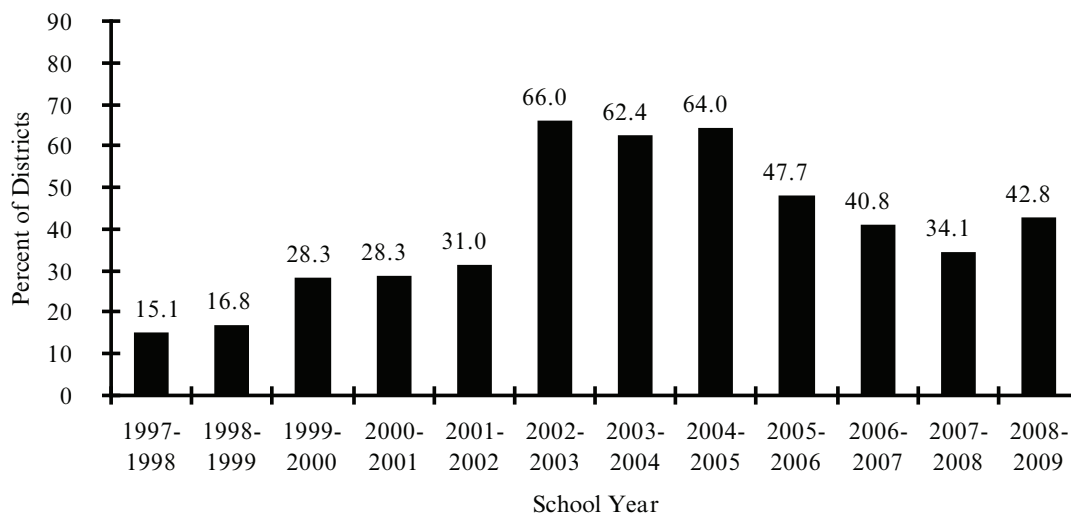
Data on the budget guarantee by enrollment category are shown in Table 154 and Figure 129. The percent of districts receiving the budget adjustment increased from 34.1 percent in FY 2008 to 42.8 percent in FY 2009. The largest enrollment category (7,500+) did not have any districts receiving the budget adjustment in FY 2009. The smallest enrollment category (<300) had the largest percent of districts receiving the budget adjustment in FY 2009, 86.3 percent. The average per pupil amount decreased from \$170 in FY 2008 to \$143 in FY 2009.

Table 154

NUMBER AND PERCENT OF DISTRICTS RECEIVING A BUDGET GUARANTEE AND PER PUPIL AMOUNT OF THE GUARANTEE BY ENROLLMENT CATEGORY 1997-1998 AND 2005-2006 TO 2008-2009							
	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2008-2009 School Year							
Number of Districts	51	111	88	80	22	10	362
Number of Districts w/Guarantee	44	60	38	12	1	0	155
Percent of Districts w/Guarantee	86.3%	54.1%	43.2%	15.0%	4.5%	0.0%	42.8%
Average Per Pupil	345	170	96	86	72	0	143
2007-2008 School Year							
Number of Districts	50	109	93	81	22	9	364
Number of Districts w/Guarantee	38	48	30	8	0	0	124
Percent of Districts w/Guarantee	76.0%	44.0%	32.3%	9.9%	0.0%	0.0%	34.1%
Average Per Pupil	347	168	145	82	0	0	170
2006-2007 School Year							
Number of Districts	47	111	93	82	23	9	365
Number of Districts w/Guarantee	38	62	35	13	1	0	149
Percent of Districts w/Guarantee	80.9%	55.9%	37.6%	15.9%	4.4%	0.0%	40.8%
Average Per Pupil	430	180	161	80	10	0	168
2005-2006 School Year							
Number of Districts	45	111	97	81	22	9	365
Number of Districts w/Guarantee	37	68	45	22	2	0	174
Percent of Districts w/Guarantee	82.2%	61.3%	46.4%	27.2%	9.1%	0.0%	47.7%
Average Per Pupil	497	216	168	107	20	0	176
1997-1998 School Year							
Number of Districts	32	112	117	83	25	9	378
Number of Districts w/Guarantee	15	24	12	5	1	0	57
Percent of Districts w/Guarantee	46.9%	21.4%	10.3%	6.0%	4.0%	0.0%	15.1%
Average Per Pupil	189	108	44	47	7	0	76
Source: Iowa Department of Management, Master Budget files.							
Note: Enrollment categories determined by budget enrollment.							

Figure 129

**PERCENT OF IOWA PUBLIC SCHOOL DISTRICTS WITH BUDGET GUARANTEE
1997-1998 TO 2008-2009**



Source: Iowa Department of Management, Master Budget files.

Bond Elections

Approval of at least 60 percent of the total votes cast is required for the passage of a bond referendum. In 2006-2007, 52 percent of the bond referendums passed (11 of 21). Of the 10 that were not approved, five received support of more than 50 percent, but less than the required 60 percent “yes” votes. The 2,500-7,499 enrollment category passed both of the bond referendums in 2006-2007. Table 155 provides the number of districts that attempted bond referendums by enrollment category.

Table 155

**NUMBER OF DISTRICTS ATTEMPTING BOND REFERENDUMS
BY PERCENTAGE OF YES VOTES BY ENROLLMENT CATEGORY
1997-1998, 2005-2006, AND 2006-2007**

	Enrollment Categories						
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1997-1998							
Number Attempted	3	10	23	16	6	0	58
<50 Percent	0	3	7	6	0	0	16
50-59.9 Percent	1	0	4	4	0	0	9
60 Percent +	2	7	12	6	6	0	33
2005-2006							
Number Attempted	0	2	6	12	5	0	25
<50 Percent	0	0	0	2	0	0	2
50-59.9 Percent	0	0	1	2	0	0	3
60 Percent +	0	2	5	8	5	0	20
2006-2007							
Number Attempted	1	8	5	5	2	0	21
<50 Percent	0	3	1	1	0	0	5
50-59.9 Percent	0	1	2	2	0	0	5
60 Percent +	1	4	2	2	2	0	11

Source: Iowa Department of Education, Division of School Support and Information, Certified Annual Reports.

Note: A district could be included more than once if it had more than one bond issue in a year, or more than one issue on a ballot.

In 2006-2007, 28 voter-approved physical plant and equipment referendums were attempted and 25 (89 percent) passed. Unlike the bond referendums, voter-approved physical plant and equipment referendums require 50 percent approval for passage. Table 156 provides the information on the voter-approved physical plant and equipment referendums by enrollment category.

Table 156

**NUMBER OF DISTRICTS ATTEMPTING VOTER-APPROVED PHYSICAL PLANT
AND EQUIPMENT REFERENDUMS BY PERCENT OF YES VOTES
BY ENROLLMENT CATEGORY 2005-2006 AND 2006-2007**

	Enrollment Category						State
	<300	300-599	600-999	1,000-2,499	2,500-7,499	7,500+	
2006-2007							
Number Attempted	3	5	5	10	3	2	28
<50 Percent	0	1	1	1	0	0	3
50 Percent +	3	4	4	9	3	2	25
2005-2006							
Number Attempted	3	3	4	9	0	0	19
<50 Percent	0	0	0	0	0	0	0
50 Percent +	3	3	4	9	0	0	19

Source: Iowa Department of Education, Division of School Support and Information, Certified Annual Reports.

Note: A district could be included more than once if it had more than one bond issue in a year.
FY 2002 was the first year the information was collected.

Local Option Sales and Services Tax for School Infrastructure

Each school district located wholly or partially in a county that has passed the tax receives a per pupil revenue amount based upon the number of students in that county and the local sales tax raised in that county. The maximum local option sales and services tax rate is 1 percent. In the 1998-1999 school year, three counties had passed a local option sales tax for school infrastructure. By the end of the 2005-2006 year, 97 of Iowa's 99 counties had passed the local option tax. That number remained unchanged in 2006-2007. All 99 Iowa counties had the tax in 2007-2008. In 2006-2007, 357 of 365 districts (97.8 percent) received some local option sales and services tax revenues. Estimated revenues for 2007-2008 were approximately \$355 million.

In addition to the revenues received directly from the local option tax, some districts also receive funds from the Secure an Advanced Vision (SAVE) account. As a base, \$10 million was appropriated to the SAVE fund. In addition to the base, revenues above \$575 per pupil from some counties were deposited in the SAVE fund (approximately \$7.5 million in 2007-2008). In total for 2007-2008, approximately \$17.5 million was distributed through the SAVE fund for 249 districts in 52 counties. The SAVE funds are distributed to school districts in a county based upon the per pupil sales tax revenue in the county compared to the revenues in other counties. Districts in counties that have the lowest local option sales tax revenues per pupil receive SAVE funds first. Each county (or group of counties) is equalized to the per pupil amount in the county above until all the SAVE funds are allocated. Table 157 provides information on the Local Option Sales and Services tax for school infrastructure and the SAVE fund.

Legislation increased the statewide sales, services, and use tax by one penny, effective July 1, 2008, to be used solely for the purposes of providing revenues to local school districts for school infrastructure purposes or school district property tax relief.

Table 157

LOCAL OPTION SALES AND SERVICES TAX FOR SCHOOL INFRASTRUCTURE 1998-1999, 2006-2007, AND 2007-2008			
	1998-1999	2006-2007	2007-2008
Number of Counties with the Tax	3	97	99
Number of Districts Partly or Wholly Located in those Counties	28	357	364
Resident Budget Enrollment in Those Counties	28,858.0	435,857.3	482,583.9
Estimated Revenues	\$9,764,643	\$300,656,619	\$355,589,188
Percent of Counties Participating	3.0%	98.0%	100.0%
Percent of Districts Located Partly or Wholly in Participating Counties	7.5%	97.8%	100.0%
Percent of Budget Enrollment Residing in Participating Counties	5.7%	90.2%	100.0%
Number of Counties Receiving SAVE Funds (Received in Next Fiscal Year)	0	54	52
Number of Districts Partly or Wholly Located in those Counties	0	262	249
Resident Budget Enrollment in Those Counties	0.0	133,007.5	124,981.9
Estimated SAVE Revenues	0	\$15,460,160	\$17,539,222

Source: Iowa Department of Education, Certified Enrollment files and Department of Revenue records.

Total Elementary and Secondary Education Budgets

Table 158 provides the budget detail for 1997-1998, 2007-2008, and 2008-2009. The estimated state total budget increased from about \$4.2 billion in 2007-2008 to about \$4.5 billion in 2008-2009. The percent of the funds that contributed to the budget did not change significantly between 2007-2008 and 2008-2009. State categorical funding includes Educational Excellence, Instructional Support, Class Size Reduction/Early Intervention, Technology/School Improvement (program discontinued starting in FY 2003), and Student Achievement/Educator Quality. The federal funding estimate and state categorical funding are included in the miscellaneous category. Federal funding was estimated based upon the most current year for which information was available.

Table 158

IOWA ELEMENTARY AND SECONDARY BUDGET DETAIL 1997-1998, 2007-2008, AND 2008-2009						
Source of Funds	1997-1998		2007-2008		2008-2009	
	Amount	Percent	Amount	Percent	Amount	Percent
Regular Program	\$1,972,959,620	67.8%	\$2,585,189,217	61.2%	\$2,676,877,821	60.1%
Guarantee Amount	2,447,199	0.1	10,309,759	0.2	12,123,808	0.3
Supplementary Weights	22,894,522	0.8	41,549,860	1.0	49,633,070	1.1
Special Education	216,374,135	7.4	375,936,822	8.9	380,189,702	8.5
AEA Media	17,588,405	0.6	22,606,235	0.5	23,402,434	0.5
AEA Ed Services	19,405,663	0.7	25,001,229	0.6	25,877,000	0.6
AEA Special Education	96,381,311	3.3	130,247,896	3.1	134,563,594	3.0
AEA Sharing	-	0.0	0.0		220,611	0.0
AEA Prorated Budget						
Reduction	-	0.0	(12,749,974)	-0.3	(10,000,000)	-0.2
TAG SBRC	14,313,372	0.5	-	0.0	-	0.0
Dropout SBRC	27,373,453	0.9	88,372,130	2.1	101,821,339	2.3
Other SBRC	1,627,000	0.1	-	0.0	-	0.0
Preschool	-	0.0	-	0.0	17,057,280	0.4
Instructional Support	91,801,074	3.2	173,195,327	4.1	181,318,070	4.1
Educational Improvement	333,674	0.0	660,584	0.0	647,543	0.0
Enrollment Audit Adjustment	(35,482)	0.0	(364,244)	0.0	(8,787,099)	-0.2
Property Tax Repayment						
Adjustment	-	0.0	-	0.0	154,379	0.0
Management	35,317,708	1.2	100,444,346	2.4	105,633,611	2.4
Physical Plant & Equipment	53,122,002	1.8	116,673,815	2.8	125,878,485	2.8
67.5 Cent Schoolhouse	11,106,193	0.4	0.0		- 0.0	
Playground and Library	1,423,285	0.0	1,797,027	0.0	2,012,840	0.0
Debt Service	90,893,276	3.1	107,641,010	2.5	112,166,052	2.5
Estimated Miscellaneous						
State Categorical	131,503,350	4.5	273,091,218	6.5	348,091,193	7.8
Estimated Misc. Federal	101,500,000	3.5	186,183,039	4.4	177,220,010	4.0
Total	2,908,329,760	100.0	4,225,785,296	100.0	4,456,101,743	100.0
Source: Iowa Department of Education, Certified Enrollment files and Department of Revenue Records.						
Note: Estimated revenues were used for Fiscal Year 2003 through Fiscal Year 2008.						

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